

BUSINESS EDUCATION WORLD

OCTOBER, 1959

THE
FOUR
ARTS
OF
SHORTHAND
TEACHING

PAGE 17 INDIVIDUALIZE SHORT TIMED WRITINGS

PAGE 18 WE GIVE OFFICE MACHINES STUDENTS TWO GRADES

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DICTATING

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PREVIEWING

TESTING

GRADING

**HOW CAN YOU AFFORD BUSINESS MACHINES
FOR YOUR BUSINESS STUDENTS**

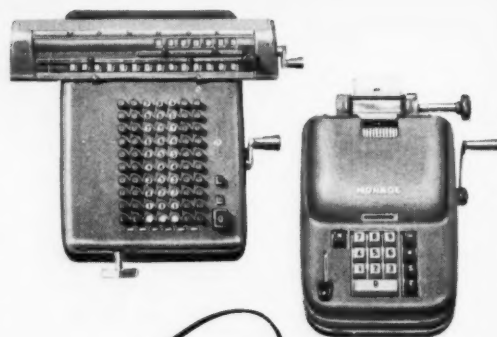


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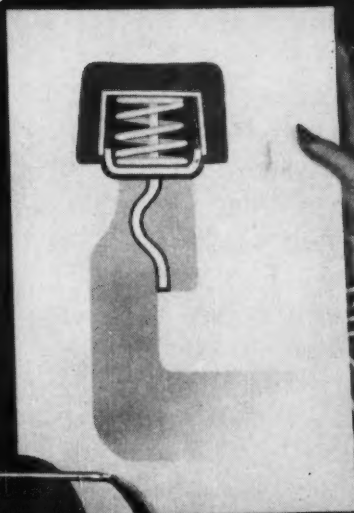


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Use Current Source Materials In Business Law

Examine newspapers, magazines

ROBERT A. RISTAU

Monona Grove High School, Madison, Wis.

CAN WE INCREASE student interest in business law, add to the learning activities, and gain current source materials all at the same time? We can by having students read (or at least look through) current newspapers and magazines for news items on any of the many topics in business law.

For this activity to be effective, students have to be told exactly what is expected of them and how they should go about doing it. Samples of items brought in in previous terms, for example, including sources, would give them the best idea of what to do. At first, encourage them to bring in anything they think appropriate—the material can be culled after it is brought in.

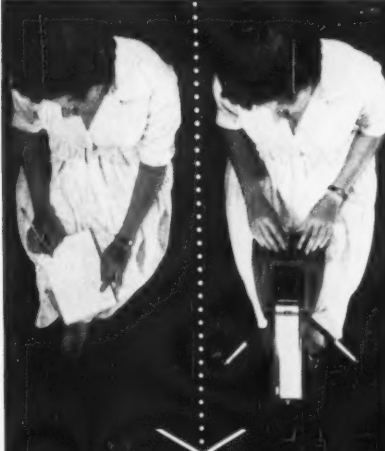
Most of the students will look for materials by scanning headlines and captions in newspapers, magazines, and other literature. Some will actually read through articles to find good items.

They should have no trouble finding some reference to various legal phases of contracts, court functions, or legal advice. Many local newspapers feature a regular column in which legal advice is given, and magazines such as *Coronet* and the *Saturday Evening Post* frequently feature anecdotes about law. All of these are potentially good references.

Once the class knows what to look for and how, it must not become just a question of handing in clippings. To give the project some significance, some of the following techniques can be used.

1. Have the students underline those parts of the article which are of special significance. In this way you can be surer that the student has really read the article and given some thought to it.

(Continued on page 8)



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BUSINESS LAW (continued)

2. When possible, have the students attach a summary of the article, including some comment of their own on the subject covered.

3. Read or refer to the articles at some time during the class period. Making a little fuss over students' work is still a good technique. When the work is the kind that is really wanted, let students know that you recognize it. A student who hands in only mediocre work might find the encouragement he needs by having the teacher make a special comment about his contribution.

4. Post the articles on a bulletin board, showing who contributed them. A simple evaluation of each article will show everyone what is being done, and what is wanted.

The bulletin board should, of course, have a title. Here are a few that might be used:

Business Law in the News
Business Law Today
Court Case Clippings
Business Law in Our Community
Local Litigation

If the project is to be limited to particular topics, the heading might be more specific, such as "The Courts Award Damages" or "The Bar Association Says . . ."

5. Give the students extra credit for this work. A good basis for evaluation is the suitability of the item and the way in which it was treated by the student. A teacher often says that something is "good extra credit work" and then ignores it when it really should count. I like to use a definite system of grading from one to five points. Points earned for extra credit work can be used as makeup for a check test missed or to offset that one low test or that poor day of recitation. They can also make a difference when the final evaluation is borderline.

You as the teacher benefit directly from this project, too. Many of these clippings will make valuable additions to your files. But most important this plan will make business law more meaningful to your students. You will find that once they begin reading newspapers and magazines for business law items, they will take a lot more interest in the subject. They will be challenged by having to comment on the news items they find. They will be stimulated to learn.

TURN INSECURITY INTO CERTAINTY

*If you know your subject matter,
you won't have to find excuses*

MARY WITHEROW

Beaumont High School, St. Louis, Mo.

WE ONLY TEACH the things about which we feel secure. Otherwise we have a tendency to answer a student's questions with "That is not covered in today's assignment," "We'll take that up next week," "That would make a good special report—would you like to look up additional information on it?" or "Let's leave that for the English teacher." Yes, I know I'm stepping on a lot of toes—my own included.

We meet this insecurity in the world outside the classroom too. How many times have you asked a direct question only to have it answered with nothing more positive than "There are many ways," "Everyone is trying to find a way to do that," or even "Good luck in your efforts." No wonder people develop the attitude that it doesn't make any difference. This insecurity leads to frustration.

How do you go about changing this insecurity into certainty? First, you must believe in something. There is no substitute for the teacher's knowledge of subject matter. Each time you do not know a shorthand outline or become confused in the explanation of a filing principle, you are placing doubt in the minds of your students. I do not mean that you should never say "I don't know." Believe me, that is the only answer if you *don't* know. But it is also an expensive answer: if you are forced to use it too often you are going to lose the respect of your class.

Someone has said that the lost chord of modern civilization is "I'm
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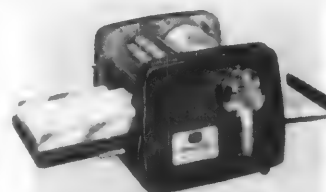
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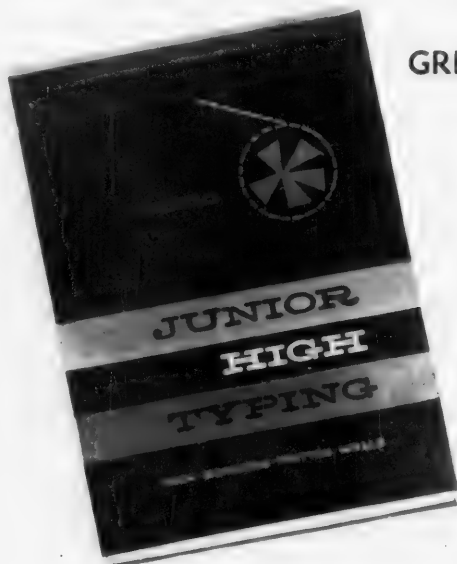
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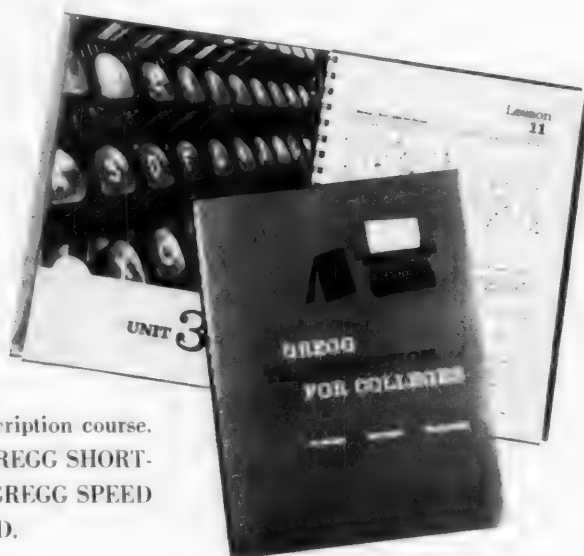
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CERTAINTY (continued)

not just quite sure." But there is a right and a wrong answer to a lot of things. Take something as simple as an adding machine problem, for example—do you know the right answer and are you willing to check it? Be sure. A sense of knowing that you are right is contagious.

Second only to knowledge of subject matter is your performance based on experience. Certain practices and procedures will work in certain cases—I know because I have tried them and found them to be satisfactory. I will not hesitate to use them again or to recommend them to others. We are all human—we may hesitate to do something the first time it is suggested because we are not quite sure what reaction we will get from the class.

We are not perfect; we do not accomplish everything we plan. There may be outside interferences. But I have found that on the days I have myself and my lesson plans organized, the class will be organized. If I am prompt, the students will usually be prompt. Students will do what you expect them to do. For example, I have never had trouble collecting shorthand homework. (I have seen this turn into a regular "hassle" in some classes—the teacher demands it and the students refuse to do it.) My plan is simple: the first day I announce that for each day's homework not handed in 2% will be deducted from the marking-period grade.

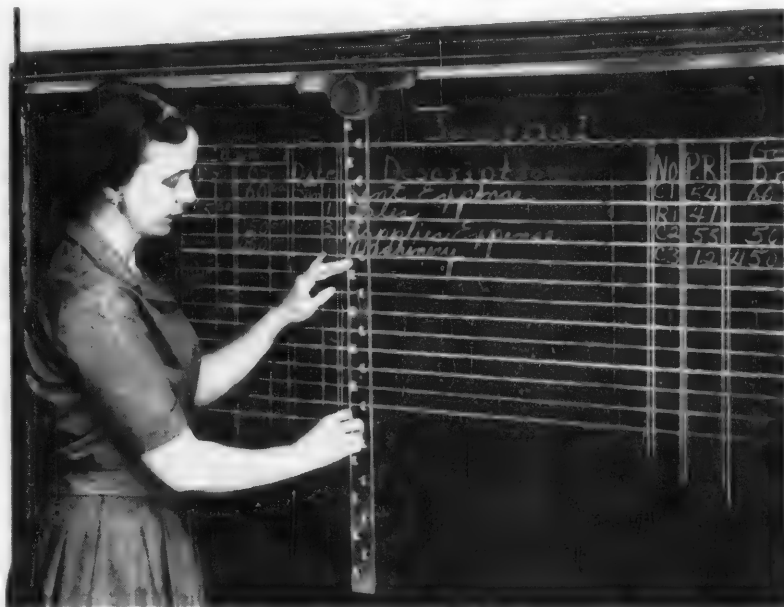
I repeat—know your subject matter. We all can learn something new each day if we keep our minds receptive. Try new experiences with your students; and once you have tried something that works, share it with others. But above all, set an example for your students to follow. Be something, stand for something, and don't ask for the impossible—no one expects it anyway.

A positive attitude and decisive approach wipes away insecurity and builds certainty. It is as simple as that.

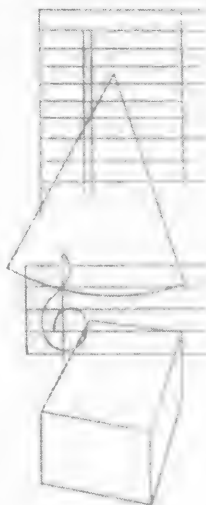
PROBLEM CLINIC

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DICTATING
PREVIEWING
TESTING
GRADING
THE
FOUR ARTS
OF SHORTHAND
TEACHING

Part 1: The Art of Dictating

JOHN L. ROWE

University of North Dakota, Grand Forks

A MAJOR PORTION of the shorthand teacher's time is spent in dictating. In many shorthand class periods, particularly after the first semester, at least half and sometimes nearly all of classroom time is spent in some form of dictation activity. A shorthand teacher's dictation manner can do much to promote a student's security and confidence in developing shorthand writing skill. Similarly, faulty dictation will tend to destroy his confidence. Shorthand teachers are justified in perfecting the art of dictating. The following principles will facilitate the development of shorthand writing skill:

Read the dictation material in advance. A teacher will dictate with

more confidence if he has read the dictation material beforehand. His familiarity with it will result in dictation that is smooth and fluent. There will be no abrupt phrasing, no ending sentences "in the air." Because the dictator ends each sentence correctly, students will have a better opportunity to insert periods. Reading material in advance will also assist in conveying a proper voice inflection, resulting in little or no difficulty with correct punctuation. The teacher will feel more secure in his dictation; his feeling of confidence will be passed along to his students, who will write shorthand more fluently and with considerably greater ease.

Many teachers read the material in advance from the printed key. This consumes some three to five minutes of the time for ordinary

class assignments, but the expense of time and effort is more than justified. Even the best-informed teacher will occasionally have to check the correct pronunciation of a word; the time to do the checking is before the word is dictated to the class.

Inform students of the dictation rate. A knowledge of objectives on the part of the student can be a powerful motivating factor in the acquisition of a skill. Students like to know what they are working for. A successful shorthand teacher will usually announce the dictation rate immediately before dictating—and the length of dictation in minutes, too.

As a variation of this important procedure, the teacher might occasionally inform the students of the

(Continued on next page)

THE ART OF DICTATING (continued)

rate after the dictation. He might tell them in advance that they will be informed of the dictation rate after the material is dictated, but that they should try to estimate the rate. This procedure can serve as an interesting device to keep a class alerted, particularly when the teacher increases the rate on repetitive material. On the occasions when teachers forget to inform students of the dictation rate, it is revealing to note that the class will inquire, "How fast was that?"

Stand while dictating. The dictation activity will assume a deserved dignity if the teacher stands when he presents the material. Somehow standing makes the dictation process more definite and emphatic. This impression will tend to instill a greater confidence in the students—and the teacher will gain confidence, too.

The teacher should select a position in the classroom and maintain it as long as he is dictating. Moving around during the dictation process will cause his voice pattern to change, thus creating a feeling of uncertainty and insecurity in students.

Project your voice; speak to the person farthest from you in the room. To insure that all may hear the dictation, it is essential that the teacher dictate to the last row in the room. If students in the most remote section can understand the dictation, those nearer the dictator will obviously have no trouble.

The teacher should dictate to the class rather than to the dictation book. As a general rule, those who have perfected this ability are able to take their eyes off the book at least six to eight times for each minute of dictation. This is no easy assignment for the novice; in and of itself, it thoroughly justifies reading the dictation material in advance. It is possible to dictate ten to fifteen words while the eyes are away from the book. Considerable practice is required to perfect this skill, but once it is accomplished it will reward you with improved rates from your students.

No student should ever have reason to state as his excuse for not getting the dictation that he couldn't hear clearly what was being dictated.

Dictate in a natural manner; avoid metronomic dictation. It is difficult to describe "natural" dictation. I interpret it to mean dictating phrases and clauses more or less as unified thought units and ending sentences "down" rather than "up." It is more desirable, for instance, to dictate 61 words in one minute (for 60 wam dictation) in a fluent, natural manner than to give choppy, uneven, and unfinished dictation simply for the sake of having it conform exactly to the 60 wam speed.

Occasionally material that is dictated can be interesting and entertaining. The teacher may be carried away by the content. However, when the teacher is carried away, the students are also carried away—with the result that they concentrate on the meaning and fail to get the dictation. Fortunately, most of our current dictation books have avoided providing dictation material with cverly absorbing content.

Dictate from printed matter rather than from shorthand notes. Proper phrasing is more easily conveyed when the dictator uses printed material rather than shorthand notes. Many of our shorthand phrases follow closely the pattern of our speaking phrases. For example, when an employer dictates the phrase "in fact," he will more or less run the two words together as a thought phrase; the same thing applies to "as well as." If we have read our material in advance, we will dictate phrases in a more natural manner because of our familiarity with the material. In dictating from shorthand notes, there is a tendency to exaggerate the shorthand phrases; the future stenographer is not likely to encounter an employer who dictates from his own shorthand.

Another point: Dictating from printed material facilitates a more accurate rate. It is difficult for teachers to estimate the length of material correctly from shorthand notes. The inconsistency of outline size, along with the presence or absence of phrases, causes the trouble. Then, too, the superior figures indicating time intervals are usually confined to printed material. Furthermore, one does not lose his place in printed material as frequently as he does in reading from shorthand notes; by reading from print, the

dictator will afford himself many more opportunities to dictate to the class rather than to the book.

Avoid dictation of punctuation marks and addresses. If one uses proper voice inflection, he will not find it necessary to dictate punctuation marks. The student will have little difficulty in placing periods correctly if the dictation is natural; he will easily recognize the end of a sentence. The dictation of punctuation marks interrupts the student's process of retention and distracts him. It is sometimes necessary for the shorthand writer, who at frequent intervals may be as many as ten or fifteen words behind the dictator, to retain the material until slower dictation is given. Dictated punctuation marks become a mental block and an added memory burden.

The frequent dictation of addresses becomes an unnecessary problem to the student acquiring shorthand writing skill. Writing names and addresses in shorthand amounts to a complicated problem-solving activity. If addresses are to be dictated, certainly they should be presented at a much slower rate than the standard content. In most business offices, the stenographer will have access to an address from correspondence, either available from the files or presented directly by the dictator. The writing of addresses is likely to become an exercise in theory rather than in skill-building; it should be eliminated from most dictation skill-building activities.

Delay dictation at the beginning of the period. Because some audio experts claim that it takes approximately two minutes for students to become thoroughly adjusted to a new speaking voice resulting from a change of classes, it is suggested that the shorthand teacher plan a non-dictation class activity until the students have acclimated themselves to the voice of the "new" teacher. He might have students read from the shorthand plates, answer a short quiz, or engage in some other activity until all students are accustomed to his voice, as well as to other changes in the classroom situation.

Delay office-style dictation until the final semester of the stenographic curriculum. This is a controversial issue in shorthand methodology. Al-

(Continued on page 39)



INDIVIDUALIZE Typing Students' Short Timed Writings

*If you conduct timed writings as a group activity,
you're only penalizing your better students*

DOROTHY H. SCHWARTZ

Christopher Columbus High School, The Bronx, N. Y.

A SERIES of short timed writings, if conducted as a class (that is, mass) activity, can be wasteful. The student who makes his goal easily and early, and who repeats this success as frequently as the teacher repeats the timings, needs the repetitive exercise less than he needs a change of pace; this student may, therefore, be penalized by repetition more than the poorer student is helped by it.

Short timed writings may be individualized successfully.

Using the same material throughout the session, simply ask for two successful timings to reach a new speed goal, to be followed by two successful timings for control (accuracy), then back to two timings for a new and higher speed goal, and again to successful control timings, etc.

The operational theory is that a student who can make a goal twice can make it any number of times (a student may achieve the goal once accidentally, but the second success establishes it as a new skill factor); further writings for the same goal are wasteful.

My students compute their own speed goals for short timings. One easy method of calculating a new speed goal is to take the gross words a minute of the last longer writing and add to it the number of minutes for which that writing was conducted. When our longer writings are for three minutes, for instance, the student who typed at 20 gwam has a 1-minute speed goal of 23 wam; the student who typed at 21 gwam has a goal of 24 wam, etc.

The student records his 1-minute speed goal above the first short timing. When the timing is completed, he ignores errors completely and computes the gwam at the side. If the goal is reached or exceeded, he writes "S" (for speed goal achieved) next to the gwam figure; if he hasn't reached his goal, the "S" is omitted. The second timing calls for the same goal, and at the end of the timing the record is marked at the side by the same method.

Students who have recorded "S" twice now switch to

control. This time they can be successful only if *no* errors are made. In the calculation at the end of the timing, speed is ignored and only errors are counted. When there are no errors, they record "O" and "C" (for control goal achieved) at the side. Then the timing is repeated for the same control goal.

Students with two "S" and two "C" records turn to a new speed goal for two successful tries, then to control for two successful tries, and so forth.

At the end of the session, students record their best writings in both speed and control.

The individual results (to take four representative examples) might well look like this at the end of the session (each blank space representing an unsuccessful attempt):

Requested	Cora	Edna	Joan	Mary
Speed	S	S		
Speed	S		S	
Control	C	S		
Control	C	C	S	S
Speed	S			
Speed	S	C	C	
Control	C	S		
Control	C		C	S

Students like Mary (last column) who cannot make their speed goal after several tries should be encouraged to lower the goal slightly—or they may be moved to the control goal for a change of pace.

This procedure calls for careful, repetitive instructions throughout on the part of the teacher. Students forget their own goals if they are not recorded; also, the repetitive nature of timings on the same easy, familiar material may produce a hypnotic effect unless the "S" or "C" is available for immediate count. Before each timing, check students at random on their immediate goals.

Why not individualize *your* timed writings? Your students will enjoy it, and so will you.

We Give Office-Machines Students TWO Grades

This school supplements letter grades with evaluative reports, including certificates of proficiency

LOWELL A. VAUGHN, Thief River Falls (Minn.) Area Vocational-Technical School

YES, I SEE that she's an 'A' student, but what skills does she have?" employers repeatedly asked us.

Soon after our school opened, it became apparent that our usual system of grades was inadequate. Along with our new, intensified training program had to come some means of letting a future employer know just what level of proficiency each student attained during his advanced training.

A telephone call was sufficient to supply this information in our local community. But we soon learned that our "community" is not just here in northern Minnesota—it is in California, Washington, Missouri, Wisconsin, and Florida. In fact, it is Anywhere, U.S.A.! We learned that 50 per cent of our graduates were moving, either to metropolitan areas within the state or to locations outside the state—even, through government as well as private business, to other parts of the world.

We find that we must keep permanent records containing not only a percentage or letter grade for each subject in each student's curriculum, but also an evaluative report on the student's skills, knowledges, abilities, and attitudes. This is just as important for office machines as it is for shorthand, transcription, and typewriting.

Grades are necessary, of course, for the administrator's use and for the student's cumulative folder. But they do not always reflect the whole picture of the student's achievement. They often leave the prospective employer asking, literally, what the student *really* can do.

In the office-machines area, for instance, an A or a B (or a percentage grade of 80 or 90) does not indicate whether the student has achieved an acquaintanceship, semi-proficiency, or proficiency level of skill. The employer

needs to know, in terms of standards he understands, whether the student will be able to fill a specific vacancy. A businessman cannot afford to risk time and money in the hope that a B student has gained enough skill to handle a job well. A proficiency evaluation report on the skill achieved by each student serves to answer many of his questions.

The report that we prepare on each office-machines student provides information on the top speed and where it applies, as well as on the level of proficiency attained — acquaintanceship, semi-proficiency, or proficiency. It is based on the results of an extensive testing program in office machines that has become an integral part of the rotation sequence in our courses.

Important Folder

As the student passes each test and moves on in rotation within a grading period, the test and all materials completed to date in the course are kept in an individual folder.

The content of this folder contributes to a great extent to the student's periodic grade. At the end of each grading period, all materials are either returned to the student or discarded; only the completed tests remain in the folders.

Throughout the year, a permanent record is kept on all tests taken. It is from this record that the evaluation report is completed and included in the student's folder. (At graduation, individual certificates are given for each test passed at the highest level.)

There are five major groups of machines and five areas of training in clerical procedures for which we provide this multi-level achievement report. They are:

Adding machines: 10-key, full-key
Calculators: rotary automatic, key-driven (hand), 10-key printing automatic

Dictation machines: magnetic- and groove-belt

Bookkeeping machines: automatic, semi-automatic

Bank posting machine

Filing: alphabetic, geographic, numeric, subject

Checking: Words and numbers, correct against correct and incorrect copy

Proofreading: manuscripts, reports

Billing: typing invoices from sales slips

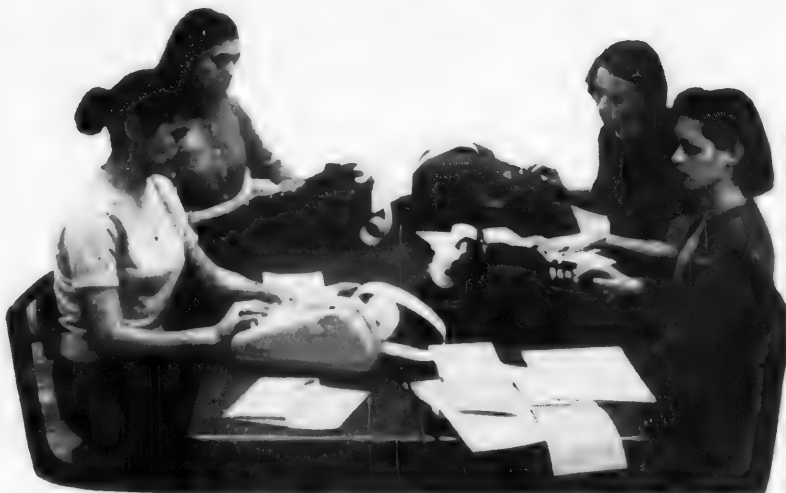
Stencil and spirit master preparation

We have a set of tests that qualifies the student for a certificate on each of the three levels of achievement.

Our present curriculum provides for a major in accounting, stenography, or general clerical. Most of our students in accounting and stenography do not attain the proficiency level on all machines. An individual's curriculum in either of these areas does not provide enough time on machines for the average student to develop a proficiency level, although a few of the more able students manage to attain it.

Our third curriculum—general clerical—does, however, allow a non-accounting, non-shorthand student to devote a great deal of time to developing to the utmost his abilities in office machines and clerical procedures. In this curriculum, most of the students are able to attain the top level of skill. We have a great demand for workers with this degree of training.

Our tests are duplicated in quantity, and each set at each level of skill for each machine is placed in a folder that goes into a file drawer in the



office-machines classroom. The tests are available to the students on request and are administered and graded by the instructor.

Over a period of two and a half years, we have been able to assign standards for the acquaintanceship, semi-proficiency, and proficiency levels of achievement for the five machines groups and the five clerical procedures

groups. They are indicated below.

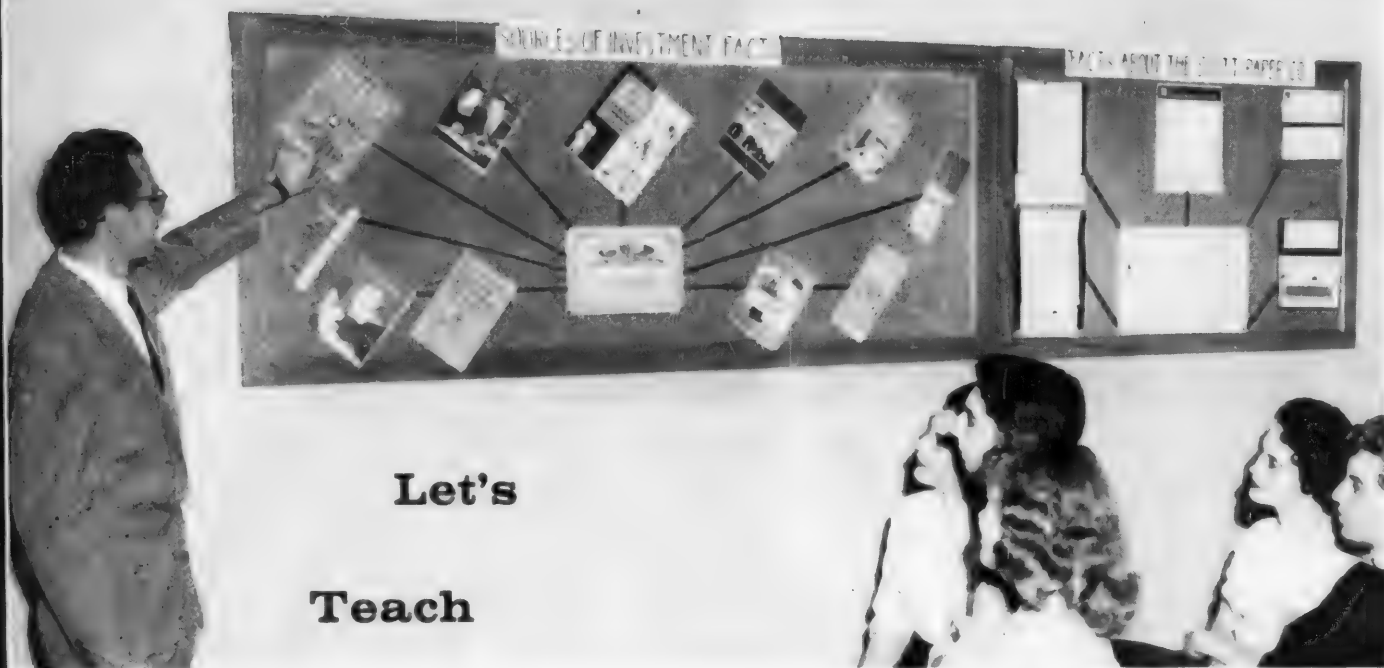
I have found this testing program, along with the awarding of certificates, to be one of my best motivating devices in office machines. The time and effort required of the teacher to implement the program are more than offset by the smooth-running office-machines classes. From the administrator's point of view, the small cost

of certificates and incidentals is far outweighed by the advantages in guidance and job placement. The plan is used today in various training situations and can be modified to fit almost any circumstances you may have in your school.

Let's give our future office-machines workers the recommendations they deserve!

MACHINE	ACQUAINTANCESHIP	SEMI-PROFICIENCY	PROFICIENCY
Add. Machines: 10-key, full-key	Speed: 50 checks, 1 min., 100 dpm. Problems: 20 each add, subtract, multiply 3-6 d. factors; 20 min.	Speed: 50 checks, 1 min., 175 dpm. Problems: 10 each add, subtract, multiply 3-6 d. factors; 30 min.	Speed: 100 dpm., 10 min. Problems: 15 each add, subtract, multiply 3-6 d. factors; 30 min.
Calculators: rotary auto., 10-key printing, key-driven	Add: 50 dpm., 10 min. Sub.: 40 3-5 d. problems, 10 min. Mult.: 30 3-5 d. problems, 10 min. Div.: 20 2-4 d. problems, 10 min.	Add: 75 dpm., 10 min. Sub.: 60 3-5 d. problems, 10 min. Mult.: 50 3-5 d. problems, 10 min. Div.: 40 2-4 d. problems, 10 min.	Add: 100 dpm., 10 min. Sub.: 80 3-5 d. problems, 10 min. Mult.: 70 3-5 d. problems, 10 min. Div.: 60 2-4 d. problems, 10 min.
Dictation Mach.	20 net wpm, new material, 30 min.	25 net wpm, new material, 30 min.	30 net wpm, new material, 30 min.
Bookkeeping Machines	Post 25 charges and 15 cr's to 3 accounts; post the sales distribution; 30 min.	Post 35 dr's and 20 cr's to 7 accounts; post the sales distribution; 30 min.	Post 50 dr's and 30 cr's to 10 accounts; take a trial balance; post sales distribution; 30 min.
Bank Posting Machine	Post 25 withdrawals, 15 deposits to 5 accts. prove totals; 20 min.	Post 35 withdrawals, 20 deposits to 7 accts.; prove totals; 25 min.	Post 50 withdrawals, 25 deposits to 10 accts.; prove totals; 30 min.
Filing	Current <i>Business Teacher</i> filing test; speed test in alphabetic and geographic filing—50 letters in 10 min.	Current <i>BT</i> test; speed test—60 letters in 10 min.	Current <i>BT</i> test; speed test—75 letters in 10 min.
Checking	100 words and numbers against correct and incorrect copy; 10 min.	200 words and numbers against correct and incorrect copy; 15 min.	300 words and numbers against correct and incorrect copy; 20 min.
Proofreading	10-min. test, correct all errors	20-min. test, correct all errors	30-min. test, correct all errors
Billing	3 invoices from sales slips (12 items each), 20 min.; one error allowed (original corrected on typewriter, carbon in ink)	5 invoices, 20 min.; 2 errors allowed (neat corrections)	7 invoices, 25 min.; 3 errors allowed (neat corrections)
Stencil and Spirit Master Typing	Type corrected copy of letter, 150 words, 3 errors or less corrected for mailable copy; 6 min. Run off 5 copies.	Type corrected copy of letter, 300 words, 3 errors or less corrected for mailable copy; 10 min. Run off 5 copies.	Type corrected copy of letter, 400 words, 4 errors or less corrected for mailable copy; 15 min. Run off 5 copies.

NOTE: All tests require 100% accuracy unless indicated otherwise.



**Let's
Teach**

Savings and Investments

As a Separate Course

In our economy, participation in the Market
has become so widespread that students must
learn about stocks and bonds in more detail

PETER YACYK, Ridley Township Sr. H.S., Folsom, Pa

LEFT: The author shows his students source materials for facts about investments. **BELOW:** The students display

the share of common stock purchased as a class activity that has made their study more meaningful.



THIS ARTICLE has been prompted by my feeling that American public schools are failing to live up to their obligation to their students by not providing a separate one-semester course in savings and investments. Some of the reasons for instituting such a course are:

- The American people betray a lack of knowledge of investments, as evidenced by the 1956 Survey of Shareholders prepared by the New York Stock Exchange. It revealed an alarming situation that should be remedied and made these points:

- (a) Only 23 per cent of the entire adult population could define "common stock" adequately.

- (b) Only 30 per cent knew that all securities brokers are not members of the New York Stock Exchange.

- (c) Only 40 per cent knew that the New York Stock Exchange does not own stocks listed for sale to the public.

- (d) Only 25 per cent said that, in general, common stock can be a good hedge against inflation.

- (e) Non-shareowners put more emphasis on quick profit than they did on dividends and long-term capital appreciation.

- The New York Stock Exchange and other financial institutions have been warning the public not to buy stocks based on tips and rumors and to be cautious about buying low-priced stocks—in other words, not to invest with the idea of getting rich quickly. Because of the great current interest in the stock market, many uneducated people have lost part or all of their hard-earned sav-

ings. They are generally unaware of the dangers involved in buying stocks on the basis of tips and rumors circulated by unscrupulous brokers. The victims often buy "penny" stock over the telephone with the expectation that within a short time it will be worth dollars. Instead, the "pigeon" ends up with only a gold-trimmed stock certificate to show for his money.

- The 1959 Census of Shareowners prepared by the New York Stock Exchange reveals the great involvement of the American public in investments. It shows that:

- (a) Approximately 12,490,000 Americans own shares in public corporations.

- (b) One out of eight adults is now a shareowner.

- (c) Almost half of all shareowners

SAVINGS AND INVESTMENTS (continued)

are in the \$5,000-10,000 income bracket.

(d) Women outnumber men as shareowners.

(e) Adult shareowners are almost equally divided between those who have attended college and those who have not.

• Employee stock-purchase plans have brought about wider share ownership by employees of the nation's business corporations. Approximately 40 per cent of all domestic companies whose common stock is listed on the New York Stock Exchange adopted stock-purchase or stock-option plans during the nine-year period of 1947-1956. It is also interesting to note that, of the 25 largest U. S. industrial corporations, 19 have more stockholders than they have employees.

• The Monthly Investment Plan, which permits the installment buying of stock with a minimum of \$40 every three months, has entered a new and significant stage of development. The New York Stock Exchange reports that ten listed companies now permit some or all of their employees to acquire stock under the plan through regular payroll deductions. Three of these companies allow their employees to buy any listed stock through payroll deductions; the other seven provide only for the accumulation of their own stock.

• There is an increased interest in mutual funds, which have apparently become the fastest growing type of investment in the U.S. Mutual funds now have over \$13 billion in assets and over 3,600,000 shareholders' accounts. People are clamoring for facts about these funds.

• Americans have savings of approximately \$340 billion in such institutions as U. S. Savings Bonds, U. S. Postal Savings, commercial bank savings accounts, mutual savings banks, savings and loan associations, and credit unions.

All this adds up to a situation that is of sufficient importance in our economy to deserve a separate one-semester course in the modern high school. Furthermore, the materials available for this field of study are more than adequate to provide a solid groundwork for such a course.

If your school can institute a savings and investments course, I feel that the course outline should be drawn up along these lines:

I. Why Save?

- A. How savings affect our economy
- B. Need for savings by individuals and families
- C. Requisites for planning a savings program
- D. Types of return on savings
- E. Vocabulary and learning activities

II. Where to Save?

- A. Places to deposit savings
 1. U. S. Savings Bonds
 2. U. S. Postal Savings
 3. Commercial bank savings accounts
 4. Mutual savings banks
 5. Savings and loan associations
 6. Credit unions
- B. Vocabulary and learning activities

III. What about Investment Companies?

- A. Open-end funds (mutual)
 1. History and growth
 2. Method of operation
 3. Advantages and disadvantages
- B. Closed-end funds (mutual)
 1. History and growth
 2. Method of operation
 3. Advantages and disadvantages
- C. Growth of investment companies in general
- D. Vocabulary and learning activities

IV. Basic Business Organizations

- A. Single proprietorship
 1. General information
 2. Advantages and disadvantages
- B. Partnership
 1. General information
 2. Advantages and disadvantages
- C. Corporation
 1. General information
 2. Advantages and disadvantages
 3. Types
 4. Flow of authority
- D. Vocabulary and learning activities

V. Common Stocks, Preferred Stocks, Bonds

- A. Common stocks
 1. Types
 2. Advantages and disadvantages
- B. Preferred Stocks
 1. Types
 2. Advantages and disadvantages
- C. Bonds
 1. Types
 2. Advantages and disadvantages
- D. Sources for purchase of these securities
- E. Effect of these securities on our economy
- F. Protective agencies for purchasers of securities
- G. Vocabulary and learning activities

VI. Stock Exchanges

- A. New York Stock Exchange
 1. History and development
 2. Method of operation
 3. Requirements for listing of corporate stocks and bonds
 4. Value of stocks and bonds listed on the exchange
- B. American Stock Exchange
 1. History and development
 2. Method of operation
 3. Requirements for listing

- C. Other securities exchanges
- D. The over-the-counter market
- E. Vocabulary and learning activities

VII. How Stocks and Bonds Are Bought and Sold

- A. Purchase and sale through securities broker; types of orders
- B. Other methods of purchase and sale
- C. Round-lot and odd-lot purchases
- D. Commission charges
- E. "Bear" market and "bull" market
- F. Vocabulary and learning activities

VIII. Protective Agencies

- A. Securities and Exchange Commission
- B. "Blue-Sky" laws
- C. Investment Company Act of 1940
- D. Postal protection
- E. Federal Reserve Board
- F. Better Business Bureau
- G. Vocabulary and learning activities

IX. General Investment Hints

- A. Differences between gambling, speculating, and investing
- B. Understanding financial statements
- C. Up-to-date sources of financial information
- D. Vocabulary and learning activities

X. Resource Materials for Special Study and Examination

- A. Films
- B. Filmstrips
- C. Books
 1. Textbooks
 2. Novels
- D. Booklets, pamphlets, circulars, newsletters
- E. Magazine articles
- F. Research studies
- G. Glossary

If such a course, vital though it is, cannot be fitted into a particular school's curriculum, the next best thing is to integrate the material into other courses, such as economics, problems of democracy, business arithmetic, bookkeeping, or business law. At least six weeks should be devoted to teaching the materials outlined if most of the material is to be covered, and covered effectively.

Business teachers are probably better qualified to teach this kind of course than are other faculty members, because of their background in economics, law, finance, and general business subjects. A study that I conducted showed that 90 per cent of the business teachers who taught savings and investments enjoyed teaching it—probably because they they were well prepared.

Why not show our students how to make their dollars *working* dollars? The best way to do so is to include a separate one-semester course in savings and investments in the secondary curriculum.

MORRIS MELLINGER

Chicago (Ill.) Teachers College

ONE OF THE biggest occupational problems for teachers is the checking of daily assignments and test papers—not that this will come as news to any of you. Without commenting on the various schemes for handling this problem, I'll proceed to toss one more plan into the hopper in the hope that it may be of help.

My plan capitalizes on the factor of variations in ability, a characteristic of every group we face.

For the first three weeks of the semester, I dutifully check all work that is turned in. This gives me a pretty good profile of what each student can and cannot do.

Next, I subdivide the group roughly into good, average, and poor students. This puts me in a position to launch a frontal attack on our common occupational ogre. Assuming that the usual handful of students are found at either end of the ability continuum, I undertake to check the papers of all weak students, since these are the people who are most in need of attention. The composition of this group will no doubt change during the semester, for the better, we hope, but in any event there will be some reshuffling. The essential clerical problem, however, does not change.

I then select the six top-ranking students to serve as a checking committee. Each week during the semester, two of the six students check the rest of the class papers from a key or guide furnished by me. What I usually do is to take the work turned in by these two students and check it for them in their presence, in order to indicate just what I would like done. This method prevents them from checking their own work, provides them with a model from which to follow through, and gives me an opportunity to determine whether my original estimate of the ability of these students was correct. If it was wrong, other outstanding students can fill the gap.

I have no illusions as to the reliability of the checking, even by top students. Sometimes students are painfully strict when they check papers—perhaps because their standards are higher than ours or because they are anxious to please the teacher by doing what they surmise he considers to be the right thing. On the other hand, because of immaturity

or simply lack of knowledge, they may overlook some glaring errors. In any event, the results of this checking should be regarded at best as furnishing no more than a rough guide as to the quality of the work of the middle group of students.

As an additional check, I suggest having the committee arrange the papers in alphabetical order after they have been thoroughly checked. The work of the first six students can then be rechecked. The following week the work of the next six alphabetically-ranked students can be examined, and so on, until the papers of the entire group have been processed. With large average groups, an alternative device would be to pick the papers of every other stu-

STREAMLINE THE CHECKING

OF WRITTEN WORK

*A student committee
can reduce your work
by about two-thirds*

dent from the alphabetized batch; in this way, some students whose names are close to the bottom of the alphabetical list would be reached sooner. Incidentally, if it develops during the rechecking that any committee members are doing a poor checking job, they may be replaced.

Since a different pair of students will be looking over the papers each week, and since the teacher will be rechecking a few of these papers, there will be little opportunity for student checkers to play favorites by trying to boost the scores of their friends. Likewise, the plan of alternating students reduces to a minimum the class time during which any one student is tied up with this work.

Service points or some other form of recognition should be provided for committee members. As the rankings of students change during the semester, it may be advisable to change the composition of the committee, in order to make certain that the top six students are always in-

(Continued on page 40)

NOTE: An extremely effective device in teaching salesmanship is the skit. Not only do the students enjoy participating in this activity, but it can make them more conscious of good and bad selling than any lecture or textbook ever can.

Here are two short skits showing a similar sales situation. Class discussion can be held after each of them, or they can be compared in a discussion after both have been presented.



LOUISE LAWRENCE

THE WRONG WAY

CHARACTERS

CLERK: A well-meaning but completely confused person. He breaks every rule of good selling without knowing it. In playing the part, remember to change all the ways you usually sell and be sure the customer is not even tempted to buy. Do not demonstrate or even touch the egg beater: just point to it.

CUSTOMER: An average woman who loves to bake. In playing this part, act as you would in a store if a clerk treated you the way this one does.

CLERK: Good morning, ma'am. May I help you, ma'am?

CUSTOMER: I want an egg beater,

CLERK: Yes, ma'am. The egg beaters are right there on the counter.

CUSTOMER: I just love to make angel

RIGHT and

THE RIGHT WAY

CHARACTERS

CLERK: The opposite of the one in the preceding skit. He loves to sell—and knows how.

CUSTOMER: The same kind of woman as in the first skit.

CLERK: Good morning. May I help you?

CUSTOMER: I'm just looking, thank you. (She wanders around, then picks up an egg beater. Whips it.)

CLERK: We're really glad to have you look. That is a wonderful egg beater. Believe me, it whips up eggs in a hurry.

CUSTOMER: I just love to make angel food cakes, and my husband thinks my cakes are wonderful. (Puts down egg beater.)

CLERK: This egg beater will help you make prize angel food cakes. Notice how easy it is to operate.

BUSINESS EDUCATION WORLD

food cakes, so I want a good heavy beater.

CLERK: Well—since you can't afford an electric beater, this cheap egg beater will be just the thing for you, ma'am. It is a good one. We bought a thousand egg beaters, and we're having a sale. We can sell them cheap and still make lots of money. We have so many we would like to get rid of them.

CUSTOMER: Well! I'll have you know I own a beautiful electric mixer. I just happen to think a hand beater makes better angel food cakes.

CLERK: I should think a woman of your age would try to save her strength.

CUSTOMER: What!

CLERK: I mean your arm won't ache hardly at all when you use this beater, ma'am. Besides this egg beater is fixed so it won't spatter any more food on your walls.

CUSTOMER: I'll have you know I don't spatter food when I cook.

CLERK: Some do and some don't. Notice the color of this handle. It will brighten up a dull kitchen.

CUSTOMER: Look. All I want is an egg beater to make angel food cakes—not a decorating scheme. Will it make cakes?

CLERK: Frankly, I don't know, ma'am, I don't make cakes myself. This egg beater is real cheap, ma'am. It's on special—only \$1.75. However, if you can't afford this kind we have a cheaper kind. It is only 75 cents.

CUSTOMER: What is the difference between them?

CLERK: The difference is one buck, that's what. One dollar. It will beat eggs just the same. Some people like to spend more for everything, and others like cheap things. So the boss carries two kinds. That's all I know about it.

CUSTOMER: Will the \$1.75 one last longer or make better cakes?

CLERK: I don't know. I don't make cakes or eat them. They are fattening. You know, most people don't eat much cake these days because it is so fattening.

CUSTOMER: Maybe that is true—but my husband just loves my angel food cakes, and he is very thin.

CLERK: You're lucky. My husband (wife) is fat. I was just saying the other day, "John (Jean) you're fat—just look at yourself." He (she) ought to reduce, but just won't. He (she) loves to eat fattening things like cakes and pies.

CUSTOMER: Will this metal rust?

CLERK: I don't know. (*Long pause, clerk studies fingernails.*) Shall I wrap it up for you? It is a good egg beater.

CUSTOMER: No—I think I will just keep on making cakes with my electric beater. (*She walks away.*)

WRONG in Retail Selling: Two Skits

(*Hands beater to customer.*)

CUSTOMER: I own an electric beater, but I think cakes are better if they are made by hand. What do you think?

CLERK: I've heard many skilled cooks say that. Notice how the blades are turned so you can't spatter food on your clean walls.

CUSTOMER: How much is it?

CLERK: This is our best quality hand mixer. It sells for \$2.

CUSTOMER: That seems to be a lot for an egg beater.

CLERK: Yes—it may seem expensive, but a heavy duty beater like this will last for years. You'll enjoy the speed and efficiency and soon forget the price. We have several types of beaters at lower prices; I'd be glad to show them to you if you wish. However, if you make cakes you deserve the best tools.

CUSTOMER: I suppose it will last a long time. Will these blades rust?

CLERK: I don't know. This is an

Echo product, and they make the best quality merchandise. Let me see what information is on the tag here. (*Reads tag.*) It says the blades are of stainless steel, so you will find this beater is always easy to keep clean.

CUSTOMER: I still think that is a terrible price for an egg beater.

CLERK: Actually this quality beater usually sells for \$2.50, but we're having a special sale on them. Notice how little effort it takes to run it. It almost runs itself.

CUSTOMER: Well, I don't know.

CLERK: You notice the handles are painted in beautiful colors. Which color will go best with your kitchen?

CUSTOMER: I guess I'll take the yellow.

CLERK: Fine. I'm sure you'll enjoy using this beater—just as your family will enjoy the wonderful cakes you'll make with it. Did you see this new plastic cake cover? It seals

out the air and keeps cakes fresh for days.

CUSTOMER: How much are they?

CLERK: Only \$3—and they really save food.

CUSTOMER: I guess I might as well get one of those while I'm here.

CLERK: In yellow?

CUSTOMER: Yes, that will be fine.

CLERK: Let's see—\$2 for the beater and \$3 for the cake saver. That will be \$5. Shall I wrap them together so you can carry them easily? (*Customer hands clerk \$20 bill.*) Five dollars out of twenty. Here is your change. (*Counts money to customer.*) Five, ten, fifteen, twenty. Thank you very much. I'm sure you will be glad you bought the best quality beater. (*Customer walks away with package.*) (*To himself.*) Wish I had some of her cake right now. I'm hungry. Nice customer though. She bought two things when she said she was only looking.

A POST-HIGH SCHOOL student often takes an introduction to business course as an aid in helping him decide whether to pursue further study in business. For a satisfying experience, he should have some assurance that his instructor and the author of the textbook used are in agreement on the objectives stated and emphasized in regard to the course.

In a recent survey of southern colleges and universities to determine the extent to which an introduction to business course was offered, questionnaires were mailed to 120 institutions—ten in each of the twelve states represented in the Southern Business Education Association. Table 1 shows the results.

Table 1
EXTENT TO WHICH
AN INTRODUCTION TO BUSINESS COURSE IS OFFERED

	No. of Responses	Per Cent
Institutions offering course	87	72.50
Institutions not offering course	31	25.83
Institutions not responding	2	1.67

Almost every textbook written for an introduction to business course presents certain objectives that the author has intended as an end result of study. Too often, instructors using such a textbook either do not make known their established objectives for the course or fail to establish any objectives at all. Admittedly, it is better to have objectives established but undeclared than to present conflicting objectives that cannot easily be realized through the use of a selected text.

Authors of textbooks intended for the first course in business have one major responsibility: to provide materials that will give the beginning student the best possible basis for a rewarding study of business.

With full recognition of this responsibility, authors have attempted to put into useful form and arrangement the materials most important to an understanding of the nature, scope, and quality of the field of business, in order to supply a solid foundation for students who will need a broad understanding of business for further study.

It would only serve to labor the point to insist that a distinction should be made between purposes, goals, and objectives in an introduction to business course. The overall goal of the presented material of a textbook is absorbed in its objectives. The usual purpose of the textbook is to present materials as a forerunner to more detailed examination in the field of business. This purpose is summed up well by Edwin M. Robinson's statement in the second edition of his *Business Organization and Practice* (Gregg Publishing Division, McGraw-Hill Book Company), p. iv:

I believe that any young man entering business, granted that he is good to start with, immeasurably benefits if he can absorb the practical workings of all functions of a business as outlined in this book.

Volumes written on the subject of introduction to business are usually designed to serve as textbooks. Few are intended to provide information to the business layman.

It is of interest to note the change in objectives as stated by authors of textbooks for this course in the last four decades or so. Leon Carroll Marshall states in his textbook (*Business Administration*, University of Chicago Press) published in 1921:

The student in business should have an understanding of the duties of business executives, the business environment, and the physical and social conditions of business. He must also give attention to civics, law, economics, social psychology, and the social sciences. Properly understood business training falls short of being as broad, as inclusive, as life itself in its motives, aspirations, and social obligations.

In 1955, Dr. Michael J. Jucius wrote this in the preface

What are the objectives of introduction to business textbooks?

JAMES R. PARKS, Concord College, Athens, W. Va.

of *Introduction to Business* (by Michael J. Jucius, Elmore Peterson and George R. Terry; Richard D. Irwin, Inc.), p. v:

The main purpose of this book is to provide an overall, integrated picture of business operations. Along with this main theme, the book is intended to help in stimulating the students' interest in business, in aiding in the selection of a business vocation and in building a business vocabulary.

The objectives of authors in writing the introduction to business textbooks are comparable to the history of the course as a subject in the business curriculum. The objectives were expressed timidly at first; then as the course became more readily accepted by business educators the authors set forth their objectives more boldly. The early textbooks were written for the primary purpose of serving a general use in the business field. Today, texts are comprehensive in their coverage, seeking a balance of the major fields covered and a treatment of the details within each field.

Judging on the basis of a survey of forty of the more commonly known introduction to business textbooks, the first objective, as emphasized in the preface of each book, was "to present a broad concept of business." The forty books presented a total of seven objectives, as follows:

- A. To present a broad concept of business.
- B. To stimulate an interest in business as an aid to the business layman and consumer.
- C. To build a useful vocabulary for the student.
- D. To serve as an aid in the selection of a business vocation.
- E. To present the relationships between business and the economy, and society and the government.
- F. To present a general description of the methods, scope, and techniques of business.
- G. To provide the student with a background for further study in business.

The following table presents these objectives of the authors in the order of their emphasis.

Table II
A SURVEY OF OBJECTIVES
OF FORTY INTRODUCTION TO BUSINESS TEXTBOOKS
(Per cents based on authors' emphases of objectives)

Objective	First		Second		Third		Fourth	
	No.	%	No.	%	No.	%	No.	%
A	27	67.5	8	15.0	2	5.0	0	0
B	0	0	3	7.5	0	15.0	0	15.0
C	0	0	1	2.5	2	5.0	0	22.5
D	1	2.5	0	0	8	20.0	11	27.5
E	0	0	5	12.5	5	12.5	5	12.5
F	12	30.0	23	57.5	5	12.5	0	0
G	0	0	2	5.0	12	30.0	9	22.5
Totals	40	100.0	40	100.0	40	100.0	40	100.0

The instructor's great reliance on the introduction to business textbook as an essential tool in the educative process necessitates a wise selection of the text to be used. Too often, slavish adherence to the textbook materials has been construed as achievement. The use of a single textbook for the average classroom may prove inadequate. As a guide and an organizational basis for the accomplishment of objectives, the textbook may be valuable. It may, however, be supplemented by many instructional devices. The problem of selecting these instructional materials is not serious; many sources of information are available.

To accomplish the objectives of a course in introduction to business, perhaps the instructor would be wise to select a textbook that presents material designed to give the beginning student the best possible basis for a rewarding study of business. Thus, the objectives of the textbook and those of the instructor would be parallel.



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FIRST FLOOR

AN ACCOUNTING CLASSROOM and lab (left) and an office-machines lab (below) share the first floor with the offices of Dr. Kenneth Zimmer, director of the School of Business, and Mrs. Mary McGinty, director of adult in-service education and supervised work experience. The accounting room, which measures 30 x 50 feet, has sandalwood walls, with contrasting dark-brown ceramic tile baseboard and dark-red asphalt tile floor. The 18 large two-place fibreglass chairs.

Richmond Professional Institute Shows Its New Face

The modern four-story structure of the Institute's School of Business has new facilities for secretarial science, accounting, and statistics

THE OFFICE MACHINES and statistics lab is large (30 x 70 feet) and is painted light green with dark-green ceramic tile baseboard and asphalt tile floor of the same color. There are 35 work stations, with both floor and wall outlets, plus a sink. Like all the other classrooms, this one has a green chalkboard and a light-yellow tackboard, along with specially designed storage cabinets for supplies.





SECOND FLOOR

THREE CLASSROOMS, each measuring 30 x 46 feet, occupy the second floor. The advanced shorthand and transcription room (above) has sandalwood-colored walls and ceramic tile baseboard, with dark-brown asphalt tile floor; there are 26 drophead desks. The second room (right), a general classroom and auxiliary accounting room, has individual 36 x 22 inch tables. The typing classroom (below) is light green, with ceramic tile baseboard and green asphalt tile flooring. It has 30 adjustable desks, posture chairs, floor and wall outlets.

The offices of Elnora Overley, head of the secretarial department, and her colleagues are in a connecting building.





ACTING as a teacher's aide, this student turns out duplicating job.

Give your students a chance to gain office experience—assign them as teachers' aides and as assistants in the principal's office

CECIL O. SPRAY, East Central H. S., San Antonio, Tex

Do School Jobs for Real Office Practice



AS ASSISTANTS in the principal's office, these students check records (above) and absentee lists (below).



A HIGH SCHOOL CREDIT in office practice is a valuable asset at East Central High, San Antonio, Texas, for these reasons:

- In practice, it has virtually assured the student of employment within days after graduation. Each year, many graduates have positions waiting for them before school closes.

- The personal contacts gained through working with the principal and various faculty members give the student personal and job references that have proved to be of both immediate and long-range value.

- The student gains real work experience, along with a co-operative and business-like attitude not imparted by other high school courses.

Only seniors are eligible for the office-practice class. Each member must have had at least one unit of typing and must exhibit a mature interest in his school work. Originally, one class period was given over to the subject; but now two periods are devoted to it. During one period, all office-practice students meet in a formal class session. The teacher instructs them in letter writing, office procedure, operation of simple office machines, and other matters relative to getting and keeping an office position. The class period is used, too, for such practical projects as preparing copy for the annual, typing the school paper, typing certain office records (*e. g.*, schedule, health, and grade cards), typing and duplicating materials and forms for office or faculty use, and so forth.

Office Experience

The second period is used for actual work experience on an individual basis. Each period of the day, one student goes to the principal's office to serve as an office assistant. The office duties are many and varied. They include such activities as typing letters, taking dictation (in the case of the shorthand students), help-

(Continued on Page 41)

STUDENT-CENTERED ACTIVITIES

IN GENERAL BUSINESS

A Three-Part Series

Informal Oral Reports, Demonstrations, Skits,
Panel Discussions, "Fill-in-Blanks," Committee Activities, Contests

GERALD W. MAXWELL, San Jose (Calif.) State College

ACTIVITIES in the general business classroom need not, of course, be limited to the single-student activities we discussed last month. Many of the most interesting and most informative activities are those that involve some (but not necessarily all) students in the class. By wise choice of activity and of participants, the teacher can draw out the best from students and motivate the entire class while presenting valuable concepts.

Consideration will be given here to skits and panel discussions, two activities involving groups of students.

Skits

Skits are wonderful for general business. It is difficult to find a better technique for presenting attitudes or concepts in as interesting a way or in a way that will hold the attention of a class for such long periods of time.

Some teachers shy away from skits because, as they explain, "There just aren't enough scripts available." Actually, however, the best skits are those in which the actors do not use a script at all. This is because many

PART TWO

high school students have difficulty reading a part skillfully enough to make it sound realistic. A more effective way is for the teacher to spell out in outline form what the actors are to do (or give them a typed summary), give them several minutes to rehearse, and then have them create their own dialogue as they present the skit.

To be effective, skits should have a clear-cut message. A worthwhile skit can be developed around a successful solution to a conflict or problem (e.g., how to send money over a long distance quickly) or around the shattering of an erroneous concept (e.g., "store owners make huge profits with very little effort"). In other words, skits should have simple plots; skits that have no plot are satisfactory only if they explain something which is truly complex and not obvious.

Don't worry about props—practically none are necessary. Chairs can serve as store counters or automo-

bile seats; pieces of paper can serve as legal documents or checks or money; books can serve as almost any kind of property. Doors, safes, walls, and trees can all be imaginary. And certainly no curtain is needed. Skits are more entertaining and get across points better when they involve some mild exaggeration. For example, a student audience will accept a representative from the auto license agency knocking at the door and informing the family that their auto fee will amount to \$20 for the year.

The teacher may select the characters. A student who doesn't wish to participate should not, of course, be forced to; however, if there is reasonable teacher-student rapport, this is not ordinarily a problem. Skits, incidentally, are wonderful for "role playing"; that is, drawing out a shy person or subduing an unusually boisterous one.

These additional suggestions should be mentioned in connection with skits: Skits must be brief and fast-moving; they can't be allowed to drag out. Students approach them better when the skits concern adult characters. Skits should as much as

GENERAL BUSINESS ACTIVITIES (continued)

possible be built around action; whenever possible, act out an idea rather than having characters merely talk about it. Skits are better when they have some element of humor; the humor may be in the planning or, as it almost always does, it may come out as the skit progresses. Finally, it is good for each scene to be introduced by a student who is not in the play.

The skit should be followed by discussion in which points stressed in the skit are brought out. This insures that class members really receive the message emphasized in the skit. A departure is to use a skit to set up, but not solve, a problem situation. Class discussion is then used to bring out possible solutions.

Here are outlines for nine skits which can be used in general business. You and your students will undoubtedly be able to think of others.

SKIT 1: THE PLUMBER AND THE HOB0

Goal: To demonstrate why people work

Main characters: hobo, plumber

Minor characters: boss, deliveryman, travel agent, newspaperman, news photographer, lady, government agent

Synopsis of skit: Hobo is cooking a meal over a fire singing a contrived tune with words such as "I never work," "I love to loaf," etc. A man comes along and admonishes him for leading such a useless life. The man explains that he is a plumber and proud to be a worker. The hobo keeps trying to explain something, but the plumber keeps interrupting. Finally, with a sly smile, the hobo asks the plumber, "Why do you work?"

The plumber says he works to earn a living. The plumber's boss comes in and hands him a check and smilingly informs him that he has just been given a raise.

The plumber says he works so that he may enjoy a higher level of living. A deliveryman comes in and asks where to put the new stereo-

phonic set the plumber ordered. A travel agent comes in and says he has completed plans for the plumber's trip to Europe.

The plumber says he works for recognition. A newspaperman and a photographer come in for an interview and a picture because the plumber has just been elected outstanding plumber of the year.

The plumber says he works to be of service. A lady comes in and thanks the plumber because she is so happy that he fixed her hot-water tank.

The plumber says that he works for security. A government agent comes and indicates that in just a few years the plumber can retire and draw Social Security benefits.

The plumber explains that these are the reasons *he* works and asks why the hobo doesn't work. The hobo says that that is what he has been trying to tell him all the time—he is an actor starring in a movie about a hobo. He asks the plumber to leave because the cameramen are ready to start shooting.

SKIT 2: EASY PROFITS

Goal: To demonstrate some of the problems of owning and operating a retail business

Major characters: Jones, Jones' wife, store owner

Minor characters: wholesale salesman, three advertising salesmen, deliveryman, banker, customer, man from Bureau of Internal Revenue, job applicant

Synopsis of skit: Scene 1: Jones and store owner having friendly discussion; Jones chides owner about having such a soft job with large profits. Jones declares he's never been in business, but is sure that it's a cinch for easy profits. Store owner agrees to let Jones take over the store for two weeks so that the store owner can go on vacation and promises to give Jones all the profits of the two-week period. Jones enthusiastically agrees, remarking that this is going to be a snap.

Scene 2: Jones and wife begin operation of store. In quick succession,

the following (a) come in, (b) present their problem, and (c) depart. In each case, Jones and his wife are pretty much at loss to know how to handle the situation:

—wholesale salesman comes in wanting to know what merchandise Jones wants to buy for the store. Jones doesn't know what or how much to buy.

—three advertising salesmen come in—one from local newspaper, one from local radio-TV station, and one from handbill printing and distributing concern. They want to know what form of advertising the store will carry for the next month. Jones has no idea.

—deliveryman comes in, indicates huge order has arrived and asks where he should put it. Jones exclaims that there isn't room for the order and that he doesn't know where it should go.

—banker comes in and notifies Jones that store's loan at bank is past due and payment must be received within a week. Jones is at a loss to know whether he should pay.

—Bureau of Internal Revenue representative comes in asking to check^a some of the store's expenses for the past year—electricity, fuel, interest on borrowed money, rent, salaries, etc. Jones is not sure how to analyze accounting records to get this information.

—job applicant comes in and asks that the store employ him. Jones is not acquainted with hiring procedures and doesn't know whether or not to consider him.

Scene 3: (End of two-weeks) Jones' wife, and store owner count up profits. Jones agrees that store owner really earns his profits because of the vexing problems involved in store management. Owner answers that sometimes, even with the hard work, there are losses instead of profits. Store owner says that he enjoyed his vacation and asks whether Jones would like to manage the store for another two-week period. Jones and his wife run off stage shouting, "No! No! No! No!"



*Don't be afraid of mild exaggeration
in a skit*

SKIT 3: ROBBER, SPARE THAT BANK!

Goal: To explain and demonstrate importance of the Federal Deposit Insurance Corporation

Major characters: bank robber, depositor, bank president

Minor characters: customers, tellers

Synopsis of skit: Scene 1: Bank with several customers and several tellers behind cages. Bank robber comes in brandishing gun, holds up bank, and escapes with much money.

Scene 2: (Day later) Depositor storms in to bank and demands conference with president. Bank president calmly invites angry depositor into his office. Depositor is horrified for fear he may lose the \$8,000 he had on deposit and the \$9,000 in a savings account. After listening calmly, the bank president assures him his losses are covered by FDIC and gives him a brief explanation of how FDIC operates.

SKIT 4: CHARLOTTE'S CHECKING ACCOUNT

Goal: To prepare class for discussion on correct use of a checking account

Major characters: Charlotte, Andy (her brother)

Minor character: Bank teller

Synopsis of skit: Scene 1: Charlotte tells her brother that she wishes she had a checking account. Andy advises her to open one.

Scene 2: (At the bank) Charlotte goes to counter and writes out a check for \$30 to herself. (We can tell by her describing her activities aloud.) She takes the check to the teller and tries to use it to open an account. The teller somewhat impatiently tells her that writing a check

to herself does not open an account and that she'll need some money. With an "Oh, dear," Charlotte says she has \$30 in cash. She gives teller the money for a deposit.

Scene 3: (At home) Charlotte happily informs Andy she has opened an account. She also tells him she has sent a check to a mail-order dress shop. Andy asks her how much the check was made out for. Charlotte answers that she wasn't sure of the exact amount of the shipping charges so she sent a blank check with her name signed on it. Andy faints. Charlotte exclaims, "Oh, dear!"

Scene 4: (Next day) Charlotte comes in the door and happily tells Andy that she bought some shoes and paid for them with a check. Andy asks her if she filled out the record on the check stub. Charlotte explains that she had forgotten her checkbook and had to use a counter check the store furnished her. Andy asks with alarm if the counter check was on the same bank as Charlotte's account. "Gee, I never thought to look," says Charlotte. Andy faints. Charlotte exclaims, "Oh, dear!"

Scene 5: (Next day) Andy asks Charlotte to write him a check for the dollar she owes him. Charlotte looks in her purse but can't find her checkbook. Andy is quite alarmed that it is missing. Charlotte assures him that it's O.K. if it's lost—it is sure to be returned since she had signed her name to each of the blank checks left in the checkbook. Andy faints. Charlotte exclaims, "Oh, dear!"

Scene 6: (Next day) Charlotte tells Andy that she can't write any more checks until she makes another deposit. In fact, she says, her last check was written for more than she had remaining in her checking account. Andy gasps. Charlotte assures him that it's all right because she wrote her last check on the balance that she has in her savings account. Andy faints. Charlotte exclaims, "Oh, dear!"

Scene 7: (Next day) Charlotte opens the mail. She reads aloud a letter indicating that she didn't pay a bill.

She insists that she did pay it; she wrote them a check. Andy tells her that in that case all she has to do is to show them her canceled check to prove she has paid. Charlotte doesn't understand, so Andy explains that he means the checks that the bank returned to her. Now she understands, but says that since they were all full of holes and she couldn't use them again anyway, she has thrown them away. Andy faints. Charlotte exclaims, "Oh, dear!"

(The discussion following this skit would, of course, center on what Charlotte did wrong and then on what she should have done. Other correct practices can be discussed.)

SKIT 5: TAR AND FEATHERS FOR A BANKER

Goal: To show how banks serve a community

Major characters: Bank president, leader of angry men

Minor characters: Two angry men, woman, boy, traveler, businessman, man and wife

Synopsis of skit: Three angry men come into bank carrying rifles and walk toward bank president. Leader of angry men demands that the bank close up because he alleges that it is nothing but a money-grabbing institution and performs no useful service. The angry men threaten to tar and feather the bank president and run him out of town. The president persuades them to wait. He suggests they observe a day's transactions to see the bank's usefulness to the community. Then, if they still want to tar and feather him, he'll go without any hesitation. They observe the following transactions:

—woman comes in with valuable papers and jewels and wants to place them in safe-deposit box so they won't be stolen.

—boy comes in and buys government savings bond

—businessman comes in and borrows money to expand his business and thereby better the community

—traveler purchases travelers' checks

(Continued on next page)

GENERAL BUSINESS (continued)

—man and wife come in to borrow money to buy furniture.

This is enough! The two angry men turn on their leader, indicate that he was very wrong, and that the bank is a valuable institution, and that they are going to tar and feather him instead. They chase him out of the bank while president, smiling, winks to audience and nods his head knowingly.

SKIT 6: THE COST OF SAVING MONEY

Goal: To demonstrate that some purchases may result in additional future expense

Major characters: Family composed of father, mother, son, and daughter

Minor characters: Auto insurance agent, auto license agency representative, service station attendant

Synopsis of skit: Scene 1: Family is spending evening at home. Son tells enthusiastically about newspaper ad offering big brand new Gaseater 8 automobile for \$50 a month. Mother argues that they can't afford a new car. Son, daughter, and father offer arguments for buying the new car: It will cost them only \$50 a month, think of the repair bills they won't have, etc., etc. Mother finally gives in.

Scene 2: (One month later) Father tells mother to write the first monthly payment check for the auto. Mother is shocked to see that it is \$70 instead of the \$50 advertised. Son explains that the salesman persuaded them to get power steering, power brakes, power seats, power windows, and air conditioning, which raised the monthly payments. Then in quick succession:

—the auto insurance agent knocks on the door and informs the family that the annual cost of their auto insurance for the new car is double what it was on the old car

—representative from the auto license agency informs that their new license plate will cost \$15 more than did the plate on their old car

—the service station attendant brings the family their monthly gasoline and service bill. It is double what it was for their old 6-cylinder car. The father, son, and daughter all agree that the cost of the new car is a lot more than they originally thought it would be—while the mother gives them an "I-told-you-so" look. She goes to the phone. When asked, says she is going to call the real estate

agent and tell him to sell the house. "With these new expenses, we're going to move into the automobile!"

SKIT 7: DON'T FORGET TO UNPLUG THE IRON

Goal: To demonstrate that it is important to plan thoroughly for a trip

Major characters: Husband, wife

Minor characters: Three children

Synopsis of skit: Scene 1: Husband, wife, and three children are at home. Husband and wife discuss how terrible their vacation was last year because of the lack of planning. They decide that this year they'll plan everything thoroughly and thus have a much more leisurely vacation, without worrying about running out of money. They all discuss estimates of auto expenses, meals, motels, recreation, and emergency money. They also talk about luggage and proper preparation of the house for their absence.

Scene 2: (Two weeks later in the car) Husband and wife mention what fun it is to be starting on their vacation. They wonder whether they remembered everything: money estimate, luggage, house all taken care of—everything seems fine. Yet the husband still thinks that something is not right. The wife looks in the back seat and with a horrified expression tells her husband that something is wrong—they've forgotten the children.

SKIT 8: A WALLET FOR COLLEGE

Goal: To demonstrate use of telegrams and telegraphic money orders

Major characters: Tom, Burt (two boys preparing to enter college)

Minor characters: Telegraph clerk, college registrar (also off-stage voice of dog barking)

Synopsis of skit: Scene 1: Tom and Burt, through discussion, indicate that they have just arrived in College Town and are on their way to register and to pay for their tuition and room and board. Tom recalls how he has worked all summer long and now has his money safe in his wallet. But as he taps his pocket, he realizes to his horror that the wallet and all his money are gone. After several moments of confusion, Burt suggests they wire Tom's parents and ask for a loan. Tom agrees.

Scene 2: (At the telegraph office) Tom and Burt inquire about sending telegrams. The clerk informs them the minimum charge permits 15

words. After several revisions, they reduce the message to 15 words. They send the telegram collect to Tom's parents requesting the money. Scene 3: (Three hours later in the telegraph office) Tom and Burt pace the floor impatiently, wondering whether the money will ever come. Finally, the clerk indicates that the telegraphic money order has arrived. But before Tom can get the money, the operator informs him that he must identify his Uncle Frank's middle name. Tom can't remember it. He thinks and thinks—he gets frantic. Just then a dog is heard barking off-stage. "That's it!" shouts Tom. His Uncle Frank's middle name is Dogwood! The operator nods his head and gives Tom the money.

Scene 4: (Back at the college registration line) Tom and Burt are recalling their close call. Burt pays his fees to the college registrar. Tom steps up to pay his fees. He reaches for the money and in an agonized manner, exclaims, "Oh, no! I've lost my money again!"

SKIT 9: TAKE A PACKAGE, MR. JONES

Goal: To demonstrate the services offered by the post office in sending packages

Major characters: Delivery boy, postal clerk, boss

Minor characters: None

Synopsis of skit: (The postal clerk is on one side of the front of the room, representing the post office. The boss is on the other side of the front of the room representing a place of business. The delivery boy is standing by the boss.)

The boss asks the delivery boy to take a package to the post office. Boy picks up package and goes to post office. (The skit can be made more humorous if the boy will take a long route each time enroute to and from the "post office", possibly around the back of the room.) The postal clerk asks if the package contains anything fragile. Boy doesn't know and retraces his steps back to the business. He asks the boss if the package contains anything fragile—the boss says no. The boy returns to the post office and informs clerk.

The clerk says the package is sealed and asks whether it should be sent first-class or whether it should be sent fourth-class, whereby the postmaster is given permission to open the package if necessary. Boy doesn't know and runs back to boss to ask him. Boss indicates it should go

fourth-class. Boy runs back to post office and tells postal clerk.

Postal clerk asks if the package should be insured. Boy doesn't know and runs back to boss to ask him. Boss says to have \$100 insurance put on it. Boy runs back to post office and tells clerk.

Clerk asks if "special handling" service is desired. He explains that with special handling service the package will be sent about as quickly as first-class mail. Boy says he doesn't know and runs back to boss to ask him. Boss says that special handling is not necessary. Boy runs back to post office and tells clerk.

Clerk informs boy the stamps and insurance will total 50 cents. Boy has forgotten money and runs back with package to boss for the money. Boss gives him the money, and boy returns to to post office. However, he discovers the post office is closed!

Panel discussions

In a panel discussion, several students each discuss one of several elements of a subject so that when the discussion is finished a complete picture has been presented. Following the individual presentations, questions may be addressed to the moderator or to any panel member.

A panel discussion may involve objective presentation of information, or it may involve presentation of viewpoints on a controversial subject.

The panel ordinarily consists of a moderator (who introduces the panel members and is in charge of the questioning) and from four to six panel members. It is a good idea to put panel participation on an optional basis inasmuch as some students dislike preparing material and giving formal oral presentations. However, panel discussions often work well as a technique for placing a somewhat shy person in front of a group. Someone who would refuse to give a "solo" speech, may consent to appear as a member of a panel with other persons.

Each panel member should thoroughly prepare his portion of the contributions beforehand. Information can be obtained by reading the textbook and supplementary books, current literature, and—perhaps best of all—by talking to informed persons.

Panel discussion can well be the result of committee investigations. This is particularly true if the topic is one that can be broken down into



SHORTHAND CORNER

CELIA G. STAHL VESTAL (NEW YORK) CENTRAL SCHOOL

If you have ever driven apprehensively at dusk along a wilderness road, you will remember vividly your feeling of reassurance when you saw a route sign. Here are some equally reassuring guideposts that point to success in first-year shorthand.

Classes should be working on the acquaintanceship level, developing familiarity with the shorthand alphabet rather than mastery of it. An inexperienced teacher may say, "I'll stick with this lesson until the class knows it, if it takes the rest of the week." Only when you have completed Chapters 5 and 6 will students begin to know Chapter 4; and then the outlines will not be fully mastered until many months later.

Progress is inevitable when every possible moment is spent in reading and writing shorthand. As an experiment, check your activity by stopwatch. If you find the class is not reading or writing at least forty out of every forty-five minutes, re-evaluate your planning.

Occasional praise keeps students' reading from the chalkboard rapid and loud. Those who are boisterous outside of class are always surprised when expected to recite above a whisper. Sometimes I say, "Let's get in practice for Saturday's game," or "When Mrs. Perry closes the typing room door, we'll know we're shouting enough." Year-end dictation results are often in proportion to the "noise" of these first months.

Students should not only be using the transcript at this stage, but they should be using it efficiently by the two-finger method explained in your manual. To discourage the use of the key makes the assignment a problem-solving situation rather than a skill drill. "But there is no key available," you may lament. Then I would read and spell to them or with them much of the new assignment during the closing minutes of the period.

Too much emphasis cannot be placed on spelling shorthand outlines. I remember being proud of one group that read beautifully from board and text without spelling. Alas, they adjusted more slowly to dictation because they had not spelled enough to be able to combine sounds into outlines for less familiar words.

"All the world's a stage" in shorthand and the prompter has a leading role. To prompt instantly is as unsound psychologically as the embarrassing void of ten or fifteen seconds that undermines reader confidence and encourages listener restlessness. Furthermore, one too-long pause daily for even a dozen readers wastes as much as an hour's instruction time each month. Several seconds is about right in most cases.

Most students in skill-development classes for the first time have a deeply ingrained question habit from their years in discussion subjects. Tell your classes that learning shorthand is like playing follow-the-leader and that there will therefore be no questions. Even so, one student will some day ask "Why?" about an outline. Tell him frankly and simply, "There's no reason; it's just easy that way." Teaching shorthand without rules and without questions is like a jet flight compared with a freight train on a detour.

If humanly possible, don't let any student realize his lack of ability. At graduation in my school, a service club gives an award to one who has these thought-provoking words: "I never knew; I never knew I was handicapped a great handicap. The audience was deeply touched at a crippled girl's 'tears of joy'; but a teacher backstage heard her murmur capped."

When students are kept from discouragement the first semester, successive semesters have a way of taking care of themselves. "You were so certain I could do that I never let you find out I couldn't," one girl explained.

October is a good time to look for the mileposts that point toward your semester goals. Let's keep on the right road!

GENERAL BUSINESS (continued)

specific parts and each part assigned to a different person.

Here are some suggestions for specific panel discussions:

PANEL DISCUSSION 1

Goal: To explain various types of businesses in the local community

Individual presentations: a locally-owned retail business, a chain retail business, a service business, a wholesaler, a manufacturer, a farmer, and a banker

Suggestions for each presentation: the functions performed by the business, some of the major problems of the business

PANEL DISCUSSION 2

Goal: To explain various commercial bank services

Individual presentations: checking accounts, savings accounts, business and personal loans, safe-deposit boxes, business advice

Suggestions for each presentation: Brief description of service, cost of each service, some uses made of each

PANEL DISCUSSION 3

Goal: To explain various ways of sending money by bank forms

Individual presentations: regular check, certified check, cashier's check, bank money order, bank draft

Suggestions for each presentation: Description of each method, who uses each form (bank, depositor, non-depositor, etc.), and sample situations that call for use of the bank form. (Each panel member should, if possible, exhibit his particular bank form as a part of the presentation.)

PANEL DISCUSSION 4

Goal: To explain various sources of personal loans

Individual presentations: Personal loan departments of commercial banks, consumer finance companies, credit unions, loan value of life insurance policies, sales finance companies, savings and loan companies

Suggestions for each presentation: Advantages and disadvantages of each source, collateral required, interest costs and loan charges

PANEL DISCUSSION 5

Goal: To explain various aids for the consumer

Individual presentations: Dealers with established reputations, labels, consultation with specialist, advertisements, private agencies, government aids

Suggestions for each presentation: Clear description of the consumer aid, evaluation of the aid

PANEL DISCUSSION 6

Goal: To explain various ways of investing money

Individual presentations: U. S. Government savings bonds, bank savings accounts, savings and loan savings accounts, stocks, corporate bonds, credit unions, postal savings

Suggestions for each presentation: Probable earnings, safety, advantages and disadvantages

PANEL DISCUSSION 7

Goal: To explain various expenses incurred in owning a home

Individual presentations: Interest cost on mortgage, property taxes, insurance, depreciation, maintenance, interest income lost due to using money for down payment that could otherwise be invested

Suggestions for each presentation: Explanation of expense, how amount is computed, sample expenses for homes of various costs (\$9,000; \$13,000; \$19,000; etc.)

PANEL DISCUSSION 8

Goal: To explain various kinds of life insurance

Individual presentations: Term, straight life, limited-pay, endowment

Suggestions for each presentation: Description, premium plan, situations when the specific type of life insurance would be valuable

PANEL DISCUSSION 9

Goal: To explain various kinds of automobile insurance

Individual presentations: Bodily injury liability, property damage liability, medical payments, collision and upset, comprehensive

Suggestions for each presentation: Description, suggested amounts to carry, illustrations of situations in which specific type of insurance would provide protection

PANEL DISCUSSION 10

Goal: To explain various coverages available from health insurance policies

Individual presentations: Hospital insurance, surgical and medical insurance, insurance against loss of income due to accident or sickness, major medical insurance

Suggestions for each presentation: Explanation of what is usually included in the specific coverage, proportion of total health care costs

covered by the insurance, illustrative premium costs

PANEL DISCUSSION 11

Goal: To explain various insurance-type protections offered by or in conjunction with federal and state governments

Individual panel presentations: Social Security, unemployment compensation insurance, workmen's compensation insurance

Suggestions for each presentation: Explanation of coverage, illustrative example of benefits

PANEL DISCUSSION 12

Goal: To explain various means of travel

Individual panel presentations: automobile, train, bus, plane

Suggestions for each presentation: Characteristics, costs, safety records, speed, advantages and disadvantages

PANEL DISCUSSION 13

Goal: To explain various types of telegraph service

Individual presentations: Full rate telegram, day letter, night letter, telegraphic money order

Suggestions for each presentation: Explanation of service, cost, speed, important uses

PANEL DISCUSSION 14

Goal: To identify various sources of information

Individual presentations: City directory, encyclopedia, atlas, almanac, dictionary

Suggestions for each presentation: Explanation of major types of information to be found, how the particular book is organized, looking up of interesting sample items. (If possible each panel member should have the book he is discussing with him.)

A variation from the types of panel discussions suggested above, in which each panel member reports on a portion of the total subject, is to have each panel member prepare independently and discuss the same topic. This works particularly well where advice is given (for example, how to write good business letters) or where solutions to problems are offered (for example, a budget for a hypothetical family whose income and circumstances are presented beforehand). Because several members are discussing the same topic, difference of opinion may be expressed; these differences can serve as a good hook for discussion or enlightenment.

(Next Month: Class Activities)

ART OF DICTATING

(Continued from page 16)

though office-style dictation is an essential element of the stenographic training program, many shorthand teachers would rather impart a high degree of competence in writing skill before applying that skill in a practical situation. Whether or not to provide office-style dictation is not the issue; the *sequence* of its presentation is.

Office-style dictation should be introduced gradually when the student is sufficiently skilled to take 80 wpm on new matter for at least three minutes. As the student gains speed, the amount of office-style dictation might increase in volume. After a student acquires basic skill, it is relatively easy to apply it. Office-style dictation involves skill *application* more than it does skill *acquisition*. It is impossible to apply that which one does not have. Let's make sure our students acquire a basic shorthand writing skill first and then learn to apply it—a fundamental principle in the mastery of any skill subject.

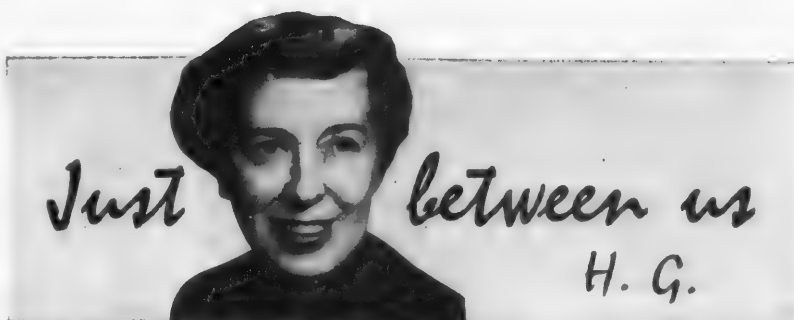
Teach your students to dictate.

Rich rewards will accrue from the mastery of this learning activity. As soon as students take new-matter dictation, it is time to teach them to dictate and to use the stopwatch. By so doing, the class may continue taking dictation when the teacher must be absent from the room—and business teachers, because of their versatile office skills, are frequently called from the classroom by the administration to assist in one way or another. Students who need additional dictation practice may dictate to each other outside class. There are instances in which a teacher taught students to dictate and students, in turn, taught their parents to dictate. As a result, the students profited from considerable additional practice, achieving greater skill than they might have otherwise.

The thesis of this whole presentation has been based on that all-important principle of learning: Ideal learning conditions are necessary for the mastery of skill. One way in which to provide for these ideal conditions in the mastery of shorthand skill is to be certain that we are masters of the art of dictating.

(Next Month:

The Art of Previewing)



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

Do your students have Q-space? Your reaction probably is, "Well, I don't know—they've got IQ's. Some of them do, anyway. Others act as if all they had where their IQ's should be is space. Is that what you mean by Q-space? It's a new term to me."

It was a new term to me, too. I ran into it in a big display in the lobby of our Education Building the other day—twelve bulletin boards of it, no less. And there, in the center of the semicircle of bulletin boards, was a tantalizing huge red "Q". I wandered over to see what this "Q" business was all about. I found out and later went over to the library to read the article from which the bulletin board idea was taken (Brubaker and Perkins, "Sketch Book—Space for Individual Learning," *School Executive*, February, 1959). Q-Space, like most frontier thinking, is full of both possibilities and pitfalls.

Q-space, it turns out, is "quest for individual learning space." Instead of the traditional classroom space, rooms are divided into various patterns of little individual cubicles, dens, studies, or *quest spaces*. You can cluster the Q-spaces out in the middle of the room with each space facing a central point on the order of a revolving stage set—only these don't revolve. Or you can convert your present classroom more easily by building the Q-spaces around the edges of the room like little private offices. Each Q-space represents the student's "school home" for his stay in secondary school. It is his headquarters for individual quest. His Q-space provides "an environment for individual growth." It represents his library, his study, his work space. From his Q-space he goes out from time to time to learn with other students and teachers, but in his Q-space individual effort is supreme. Each Q-space takes on the personality of its occupant through the objects and the decor, shall we say, which he adds to it. My imagination does riotous things with that one, somehow. ("I don't care if you do sleep with that pet skunk at home, Wilfred; he just is not welcome in your school home." Or, "I'm sorry, Mary, even if you do study better to rock 'n roll, that record player you smuggled into your Q-space this morning is absolutely out. It just happens that I do not operate better to such accompaniment—and 'the teacher is entitled to his own Q-space, too; a place where teaching can be an art.' I cannot make teaching an art to rock 'n roll.") Oh, this "imprint of personality" could work up into quite a storm.

Q-spaces create small one-room, multi-age secondary schools. You mix the students up sometimes, putting different ages together when they sally forth from their individual quest areas. Senior students lead a literature forum, say, out in the "group spaces" of various kinds, and the younger students sit on the fringes of the group and learn from the leaders among the older students.

Individual learning needs three kinds of space according to the architects who dreamed up the Q-spaces on directives from leading educators: (1) individual student's Q-space or one student's headquarters for individual quest; (2) individual teacher's studio (hooray for our side!); and (3) group spaces of various kinds for individuals learning together. But the emphasis is on the individual space.

Their creed caught my eye: "As we do not accept standardized education for individuals, neither do we accept stock-plan buildings for individual communities." And these questions: "Can [a school built around Q-spaces] free teachers and stimulate each student to become the best possible individual?" "Can conventional classrooms do it better?" "What is the best space for individual learning?" Just what are *your* answers to such questions? Whatever they are, Q-space is worth seeking.



JANE F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

Blackboard stencils. Recently a new visual aid came to my attention that I feel every business teacher should know about. The Corbett Blackboard Stencils have been developed in several fields, and now there are two available for bookkeeping and accounting teachers. Chart A is a simple bookkeeping worksheet and 8-column form with the additional stub or explanation; Chart B is a more flexible form that can be used in a dozen different ways, including Profit and Loss Statement, Columnar Journal, Balance Sheet, Trial Balance, General Journal. These charts are made of a flexible cloth material mounted on a spring roller. The chart material is perforated to represent the desired outline. The chart is hung to the upper frame of the blackboard. When it is pulled down to cover the blackboard and rubbed with a used blackboard eraser, the chalk particles mark a clear and distinct outline on the blackboard. Price of each chart is \$22.50.

Fund survey. An excellent, well-illustrated book based on America's needs and resources is "U.S.A. in New Dimensions." It is wonderful supplementary material for a course in economic geography, general business, or economics. The many charts are up to date. Send \$1.20 to the Macmillan Co., 60 Fifth Avenue, New York 11, N.Y., for a copy of this Twentieth Century Fund survey.

Audio-visual handbook. A new 107-page handbook containing step-by-step instructions and over 500 illustrations to accompany films on the preparation of inexpensive audio-visual materials is available from the Audio-Visual Center, Indiana University. All techniques covered can be learned easily with the use of relatively inexpensive equipment and limited physical facilities. The films that accompany the guide are: "Better Bulletin Boards," "Handmade Materials for Projections," "High Contrast Photography for Instruction," "How to Make Handmade Lantern Slides," "Lettering Instructional Materials," "Wet Mounting Pictorial Materials," "Tape Recording for Instruction." Each film, except the last is available in color as well as black and white. Running times are from 10 to 21 minutes. Price of the guide is \$2. Write to the Center at Bloomington, Ind., for film prices.

Varied booklets. For a booklet describing how to get rid of a cold or how to spell, write to the William-Frederick Press, 391 East 149 Street, New York 55, N.Y. Some titles of interest: "What Productivity Means to Each of Us," "Higher Education at Low Cost," "Write It Right," "Spell It Right," "10 Ways to Better Conversation," "Tips on Your Post Office." Each booklet is 25 cents (including postage). Request a catalog describing all their booklets.

Alaska map. For a brand-new, natural-color relief map of Alaska featuring a teaching guide to the 49th state, write to Jeppesen & Co., P.O. Box 9165, Montclair Station, Denver 20, Colo. This 25-cent map has a complete name index, shows air-transportation network, and gives "quick facts" about the state. Allow three weeks for delivery.

Economic materials. The Council for Advancement of Secondary Education, 1201 Sixteenth Street, N.W., Washington 6, D.C., has prepared research studies in the field of economic education. Two of the publications now ready are: *Economics in the Press* and *Key Understanding in Economics* (\$1 each). Teaching-learning units on various basic economic topics that will strengthen your program of economic education were recently prepared: Series No. 1, "American Capitalism," is a unit that will help to

(Continued on opposite page)

STREAMLINE CHECKING

(Continued from page 23)

cluded. This will make membership on the committee a reward for outstanding work, and there may be some incentive for students close to the top to push themselves into the charmed circle. Students who are removed from the committee would be "retired" rather than "fired" and would serve as a standby committee to (1) coach newcomers in checking techniques and (2) jump into the gap if, for one reason or another, a current committee member is not available.

Assuming the usual range of talent in a group, the teacher's paper work could be reduced to about one-third of the usual load. Under normal conditions, this should not be to burdensome.

The teacher who checks each and every paper during the entire semester is doing himself and his students an injustice. He is virtually reduced to the status of a beast of burden who is staggering under the weight of a mountainous mass of papers. Such a teacher, aside from stamping himself as a drudge, may be heading toward a nervous breakdown.

He is hurting his students because he is so busy functioning as a clerk that he probably lacks the time, the energy, the enthusiasm, and the opportunity to do the kind of teaching job the parents of his students may rightfully expect of him.

I believe that the method I have described can be applied to *any* written work in stenography and typing, including homework, tests, and typing production budgets. Once the pattern of checking has been established in the minds of the checkers, the rest is fairly simple.

Perhaps in this respect we can learn a lesson from the experts in the field of educational administration, who mention as one possible measure of the success of a school administrator the extent to which he can initiate procedures within the group that will minimize the need for individual members to constantly seek help. By setting up a committee that is more or less self-propelled, we are not merely saving ourselves a great deal of backbreaking work and heartbreaking frustration—we are contributing very tangibly to developing intelligent initiative among the members of the checking committee.

DO SCHOOL JOBS

(Continued from page 28)

ing students who need information, and answering the telephone or greeting visitors when the school secretary is rushed or is away from her desk. The office student is also given some regular responsibilities, one of which is picking up class absentee slips each period, checking them for accuracy, and recording them on the office's absentee sheet. These office assistants have proved to be reliable, interested, and sincere in their work, and a valuable asset in expediting the detail work of the principal.

Each office-practice student, when he is not working in the office, is assigned one class period as a teacher's aide, the period depending on the student's schedule. The work is varied, since it is determined by the needs of individual teachers. It usually consists of some typing, paper grading, roll checking, and assisting the teacher with innumerable detail and routine classroom duties. Students and teachers profit mutually from this part of the program. The students enjoy the work experiences and the faculty members welcome the assistance.

Solves Problems

Setting up an office-practice class in the high school curriculum is not difficult. As a matter of fact, in East Central's situation it solves a number of problems. It makes possible the production of a school annual and newspaper without violating the school's policy of not using class time for such activities, alleviates the critical shortage of clerical help in the office, and makes for better teaching by freeing faculty members from detail work.

However, the most important aspect of the office-practice program—and the principal justification for it—is its value for student participants. The work experience, coupled with instruction and guidance, better prepares the student for an office position. Furthermore, the experience, along with the initiative and sense of responsibility it fosters, not only benefits those interested in immediate employment but also is a valuable asset to students who wish to continue their education in preparation for other professions.

Office-practice students at East Central realize the course's immediate and long-range value to them. Maturity and responsibility have become unwritten prerequisites for taking the course. They like it.

more teaching aids

(Continued from opposite page)

develop students' ability in economic analysis as a basis for intelligent decision making. Series No. 2, "Capitalism and Other Economic Systems," sets forth factually and concisely, with a minimum of historical background, the essential facts about free enterprise, communism, fascism, and socialism. Single copies are 50 cents; 2 to 9 copies, 45 cents, and 10 or more copies of the same title, 40 cents each. Ask that your name be put on their mailing list to receive future notices about new booklets in these series.

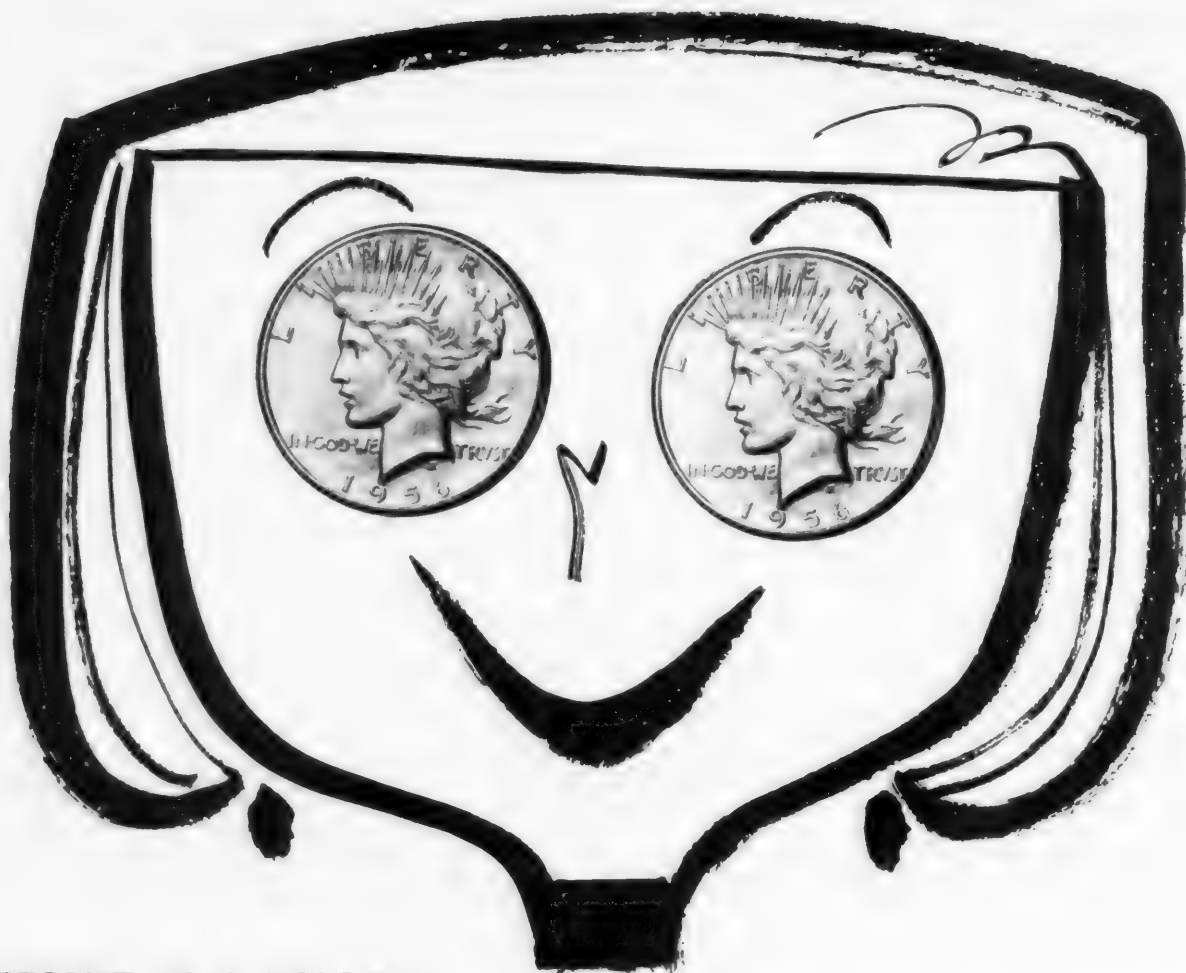
First job. A 16-page, two-color booklet, "Looking Toward that First Job," has been published by Enterprise Publications. Based on suggestions and advice from personnel directors and career counselors, the booklet is directed to students who will soon be looking for employment. It offers helpful advice on evaluating one's aptitudes, interests, and abilities and suggests job-hunting ideas. Another booklet of interest under the heading of business communication is "Beware the C.B. Birds." These birds are Communication Barrier Birds. Single copies are 35 cents each; quantity prices on request. Write to Enterprise Publications, 11 North Wacker Drive, Chicago 6, Ill.

Machines textbook. High school teachers may obtain a free up-to-date adding machine and calculator textbook if they write on school letterhead. It equips the student with a working knowledge of 10-key and full-keyboard machines. The book, comprised of 17 lessons with weekly tests, constitutes a one-semester course. For further information write to Business Education Department, Victor Adding Machine Co., 3900 North Rockwell, Chicago 18, Ill.

Annual report. The Scott Paper Company recently published a special student edition of its 1958 annual report. It is offered at no cost to colleges and universities for use in courses in business and economics. It is designed to provide students with an explanation of a corporate annual report in everyday language in order to promote a better understanding of business operations and their significance in the general economy. This special edition, one of the first of its kind, consists of the regular Scott annual report with specially annotated pages, keyed to the text and figures of the report, briefly explaining corporate operations and accounting terminology. If you wish additional information, get in touch with G. A. Duff, Manager of Community and Financial Relations, Scott Paper Co., Chester, Pa.

Economic geography. The California and Hawaiian Sugar Refining Corp., 215 Market St., San Francisco 5, Cal., offers free of charge the following material: "Hawaiian Sugar . . . Its Place in American Life," an attractively illustrated booklet describing the many processes involved in the growing, refining, and marketing of cane sugar. "Hawaiian Sugar," a leaflet giving the history of the cane sugar industry in Hawaii; "Field Flow Chart" showing step by step the planting to harvesting of sugar cane; "Hawaiian Cane Sugar Mill Chart," which shows the process sugar cane goes through in the mill before being shipped to the mainland for refining; "Sugar Cane Producing Areas," a map of Hawaii and facts about sugar. Distribution is limited to one set per request or quantities of ten sets per classroom.

Store modernization. One of the newest publications of the Bureau of Business Management of the University of Illinois was sent to me recently for review. "Low-Cost Store Front Modernization," by John R. Andersen, covers the problems of low-cost modernization for the small-scale retailer. This, according to the author, is not often found in modern textbooks on retailing. The price is \$1 for single copies. Orders (with cash) should be sent direct to the Bureau, 15 F.A.C. Annex, University of Illinois, Urbana, Ill. When you write, ask for a current list of their many other booklets designed to help solve business management problems.



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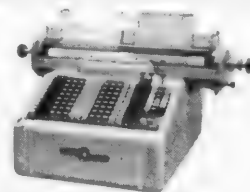
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The Scapegoat

HELEN WATERMAN

CAROL FLIPPED THROUGH the files for the third time. Not with much hope. She knew the Kirkbride letter wasn't there. But Mr. Stout¹ was, towering over her as she searched. Her shaking fingers fumbled the file drawer to the floor, the papers² scattering in an untidy semicircle. Leaving the mess intact, she thumbed through the filing baskets on her desk.³

"Mr. Kirkbride's letter couldn't be on your desk, could it, Mr. Stout?"

"It could not. It ought to be right in that file."⁴

"I know," admitted Carol. "Only . . ." Only it wasn't. She replaced the folder that had dropped to the floor and searched⁵ futilely through others near it.

Mr. Stout continued his muttering. After months with him, Carol was prepared⁶ for his periodic explosions. But these outbursts always left her trembling, even if they were an outlet rather⁷ than a condemnation. Well, whatever he might think, there was just one more place to look. Carol walked resolutely⁸ into his private office, Mr. Stout close behind her. Perhaps it would turn up beneath his briefcase. A grim⁹ smile touched her lips as she imagined his half-hearted excuses.

"I told you I don't have it," he insisted. "I've¹⁰ looked all through my desk, even here." He emptied the contents of his briefcase. No luck. Carol winced as his fist met the¹¹ wooden desk.

"I'm positive I put that out for you to file after last Wednesday's Planning Commission meeting. Kirkbride¹² had just listed all the areas involved. Oh, I'll just have to rely on

my memory. Can't keep everyone¹³ waiting." Mr. Stout reached for his hat and briefcase. "But you keep looking until you find it."

Carol sank into¹⁴ the swivel chair as the door slammed behind him. She leaned back wearily, trying to concentrate . . . of course! She sat¹⁵ up and grabbed the phone.

A clerk in the Planning Commission office answered. He'd check on it for her. And then: "Yes, we¹⁶ found a letter. Mr. Stout must have left it on the conference table last week. From whom? A Mr. Kirkbride." Carol¹⁷ asked the boy to send it over and hung up gloating.

Now how would she break it to him? She could be very meek;¹⁸ "If after this you'll let me make a list of all papers. . . ." Or maybe she should let him climb all the way out on the¹⁹ limb: "Are you sure you gave me that letter to file?" The messenger interrupted her "revengerie," a cocky²⁰ youth who sprawled in the nearest chair while Carol signed the receipt.

"Some deal the way these guys leave their papers lying around.²¹ I'm always carting something back to a councilman or a contractor. How such absent-minded men rate as²² big shots. . . ."

"Maybe," interrupted Carol, "they have more important things on their minds." She was glad to give him his receipt²³ and have him leave. He had his nerve belittling Mr. Stout.

Admittedly, her boss did lose things, including his²⁴ temper. But with all the competition he faced, no wonder he issued occasional outbursts. And he did provide²⁵ her with a comfortable place to work. If some emergency arose, she had only to

ask for the day²⁶ off. Yes, Mr. Stout was a pleasure to work for, whatever, his idiosyncrasies. She could bolster her own²⁷ ego by deflating his, but to what advantage?

She was still considering this dilemma when her boss pushed²⁸ open the outer door. Hiding the letter almost guiltily behind her skirt, she watched him dash past her to his²⁹ office. It wasn't like him to omit a greeting, if only a smile. But this time Mr. Stout seemed too tired to³⁰ bother. And almost old. Carol peered through the doorway, saw him drop his hat and briefcase on the desk. Then he stood for³¹ a long while in front of the window, his shoulders slumped. Quietly, Carol slipped the Kirkbride letter behind the file³² drawer. Then she rattled the cabinet, hoping to catch his attention. He turned.

"There's only one alternative³³ left—dismantling the files." Carol managed a smile as she lifted the metal drawer. "Oh, no! Look here—on the bottom³⁴ of the drawer."

"The letter," he exclaimed. "You must have put it between the file drawers—it slid down." His shoulders³⁵ straightened as he drew a deep breath. "So, I did give it to you. I'd begun to wonder if I were slipping."

"I'm³⁶ terribly sorry," apologized Carol, glad to see him full of confidence once again.

"No harm done." He waved aside³⁷ her words. "I get worked up sometimes, but everything is fine now."

Yes, thought Carol, everything was fine. Or³⁸ was it? She was glad that the boss-secretary relationship was cemented, but was it smart to take Mr.³⁹ Stout's faults upon herself?

She was still wondering as she rearranged the folders. . . . (794)

An Earwitness Account

FRANCES
FOWLER ALLEN

OH YES, I APPROVE of time-saving mechanical dictating machines. Industrial designers have bent the¹ brainiest brows in the nation over designs for improving this equipment. Each year machines feature greater² high-fidelity reproduction and more efficient devices for saving time and avoiding error. The³ busy executive can dictate anywhere, any time, with out a human stenographer at his elbow⁴ . . . BUT

Since designers and manufacturers have given us these mechanical wizards, why won't dictators learn⁵ how to use them?

As a secretary who has withstood many of these dictating characters, I would like to⁶ list a few pet peeves. If you're a secretary, you'll recognize them; if you're a dictator, you may recognize⁷ yourself.

First, **THE URR-ER**. This species is the most prevalent and the most annoying. He is the person who isn't⁸ quite sure what he wants to say when he puts mouthpiece to mouth. From a literary standpoint, he belongs to the⁹ "stream of consciousness" school of writing. He just starts talking, letting parts of speech fall where they may. Result? One dictator,¹⁰ hopelessly entangled in predicate clauses. His progress, halting as a three-legged race, breaks down the typist's¹¹ rhythm and patience. Five minutes spent in or-

ganizing ideas could cure the "Urr" in a subject who is¹² still teachable. For the long-time "Urr-er"? No cure but the headman's axe.

Opposed to the "Urr-er" is the **TOO PRECISER**.¹³ Precious pronunciation is usually the fault of a new dictator. He is unaware that the¹⁴ machine faithfully transmits the rhythms of ordinary conversational speech. The "Too Preciser" e-nun-ci-ates¹⁵ ev-e-ry syl-la-ble. He spells out a name like *Smith* and neglects to spell out a name like *Adamowskitch*.¹⁶ His dictation is sprinkled with semicolons and commas, frequently used incorrectly. To be precise,¹⁷ he is *too* precise.

THE FAMILY MAN is next on the list of secretary's squawks. "Daddy" prefers to take the¹⁸ dictating machine home. He would rather catch up with back correspondence in the bosom of the family. Fine!¹⁹ This is one of the advantages dictating machine manufacturers advertise. But . . . must "Daddy" let the²⁰ kiddies have a riotous good time with the machine? Once while straining to catch the symptoms of my physician²¹ employer's patient, a childish treble interrupted. "Mary had a little lamb." Then an older child: "Get away,²² Betty, it's my turn." Sounds of a scuffle and the piercing strains of "rock and roll" followed. A refreshing interlude?²³ Not if one is working under pressure.

Then we have the **ROCKER 'N FADER**. Home dictating is espe-

cially²⁴ conducive to this type, but "Rocking and Fading" is also an office-chair malady. This stenographer's delight²⁵ combines his dictating with an exercise in relaxation. First he brings his mouth close to the mouthpiece; then²⁶ he rocks gently back, forgetting to bring the speaker along. "We shall be glad to arrange a conference," he blares.²⁷ Stenographer winces and adjusts the volume on her machine. "On Tuesday, February 11, at²⁸ 3:30," he continues in a faint whisper. So it goes—blast and fade, blast and fade.

Once during a dictation, I²⁹ heard justice deal with the "Rocker 'N Fader." Amidst the blaring and whispering came a loud crash and the sound of³⁰ splintering wood . . .

And finally, the **CORRECTION PLEASER**. A flick of the red pencil on guide paper tells the³¹ stenographer where a correction is to be made. This dictator can't be bothered. It's easier to say "Correction,³² please" in the middle of a sentence. Doesn't he know that a good stenographer is only typing a word³³ or two behind the recorded voice? Perhaps she can erase and change a few words without re-typing the whole letter.³⁴ She can't change entire sentences, insert paragraphs, and still produce copy suitable for a reputable³⁵ office.

All of these dictators have one fault in common—they neglect to sign off the dictation in any³⁶ fashion. This insures the stenographer of five to ten minutes of expectant rest at the end of each recording.³⁷

Now that this stenographer has aired her complaints, she will get busy typing them. And . . . oh, urr, correction, please.³⁸ Let's make five copies. One to submit to TODAY'S SECRETARY, one to keep, and the rest to place anonymously³⁹ on certain executives' desks. (786)

FLASH READING*

ROBERTA G. PAVLU

IT IS A HARD TASK to tell a person that he is wrong. Some people will simply wave their arms and declare that to¹ argue is not at all hard—one just says what he feels and, by discussion, persuades the other fellow that his views² are not right.

One man, for example, will read a story in the paper about a current issue and reach a³ decision as to what he feels is the right school of thought. In many cases, the man bases his

decision on⁴ a personal or a national bias. Another man will study the same story and, with his special⁵ ideals, will make his decision as to what is right and what is wrong in this case. When these men get together, the⁶ trouble starts. They will argue, and each on the basis of his own bias will tell the other he is wrong. But this⁷ is only one—and not the most desirable means—to exchange a viewpoint.

A person finds it hard to realize,⁸ as strongly as he feels about an issue, that his viewpoint is not the only one, and not necessarily⁹ the right one. If

he will see that perhaps he holds his view because of some bias or even a limited¹⁰ knowledge of the event, he may not find it hard to listen to other sides of the story.

Even when he feels¹¹ sure that he is right, he cannot get anyone to agree with him if he will not at least listen to what¹² another person has to say. The minute people find that others do not want to listen, they build a mental block.¹³ They will not let one thought be changed—even if others can prove that the thought is wrong.

A friend of mine, who has rarely¹⁴

To Contend or Convince

lost an argument and can usually manage to win people over to his side, offered some excellent¹⁵ advice on how to argue and win. He said that when a man wanted to argue a point, he would remain quiet¹⁶ and listen with great care while the man spoke. At just the right moment, my friend would tell the man that he could see his viewpoint¹⁷ very well. He would then give his views, point by point. The reason he is able to win: "Tell the other fellow¹⁸ how right he is, and then show that you are 'righter.'"

What is the right way to argue? There is actually no right¹⁹ way, but one "rule," it may be said, is to argue with the thought that one might be wrong—and to listen to the other²⁰ sides of a story. (404)

^{*}Vocabulary limited to Chapters One through Four of Gregg Shorthand Manual Simplified.

JUNIOR OGA TEST

The best side-partner to a business career is an education. Knowledge gained in youth lessens the burden of¹ later years, so round up all you can while it is in your reach!

Build a reputation for honesty and square dealing² and be sincere in every undertaking. Don't wait to be helped by others when problems confront you, but³ plunge heart and soul into solving them yourself. That is the way to succeed. Your interest has much to do with how⁴ you tackle a job and get it done. The fellow who tackles a thing half-heartedly is a failure at the start.⁵

Try it and see if my medicine doesn't win out! (109)

OGA MEMBERSHIP TEST

The ability to read with ease and understanding is a great asset to any person. With books, newspapers,¹ and magazines by the score in almost every home, those who do not read lose much enjoyment in life.

How² you read and what you read will have a very important bearing on your personality and general³ attractiveness in the eyes of most people. It has been said that "reading makes the exact⁴ man" and "conversation makes the ready man."

One who makes reading a habit has much to think and talk about. He⁵ can hold his own in almost any conversation so far as the range of his knowledge goes. Having a fund of⁶ knowledge, being able to call it up at will, and being at home in conversation with your friends are essential⁷ elements of an attractive personality. (150)

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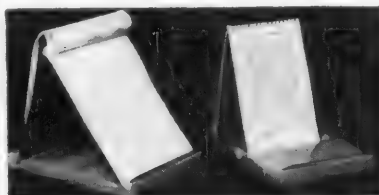
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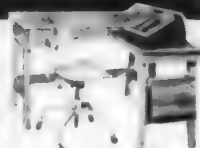
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Professional Report

NEWS SPOTLIGHT

Joint use

... of buildings by high schools and private commercial companies to facilitate co-operative education programs is one of the questions to be studied by the New York City Board of Education under a grant from the Ford Foundation's Educational Facilities Laboratory. Other questions to which answers will be sought include: How can school buildings be designed so that they can be converted to commercial or industrial uses when they are no longer needed as schools? How can instructional equipment be designed to allow the multiple use of specialized school space?

Careers in Retailing Week

... is October 11 to 17 this year. In connection with this drive to interest more young people in the field, two officers of the National Retail Merchants Association will travel to five major cities to talk with retailers and educators to "intensify programs to attract able youngsters to retailing careers."

Dutch business school

... graduates will receive a new type of diploma. The new kind of degree to be conferred by the Government will recognize, for the first time, students trained in the operation of adding machines and calculators.

Corporate gifts

... to schools set a record last year, despite the business recession, according to a survey by the Council for Financial Aid to Education. In 1958, business and industry gave about \$136,000,000 to education. Most of the 352 companies that took part in the survey gave to higher education; but 81 companies gave to junior or community colleges, and 65 gave to precollege schools. Thirty-four per cent of the money was given without any restrictions as to its use. About 17 per cent was designated for buildings and equipment, and 15 per cent went for student financial aid. Departmental grants amounted to about 3 per cent, as did gifts toward faculty compensation.

The survey also found that the greatest increase in aid to education came from banking concerns. Their gifts last year were more than three times the 1956 amount. As a recession sidelight, the survey report noted that of the companies responding, eight contributed to education despite operating losses last year. Through its foundation, one company gave almost four times as much as it earned.

PEOPLE

• Helen E. Gibbons has been appointed associate professor of business education at Bloomsburg (Pa.) State Teachers College. She will be supervisor of business student teachers. She received her M.E. degree from the University of Pittsburgh and has taught in various high schools and colleges in Pennsylvania, Maryland, and Indiana. She has spent the past year on a fellowship at the University of Indiana finishing her doctoral dissertation.

• Glenna A. Dodson, University of Florida, Gainesville, has received her Ed.D. from that school. Her dissertation, written under the guidance of Dr. John H. Moorman, was "The Effect of Interesting and Noninteresting Copy Material on Speed and Accuracy in Typewriting."

Dr. Dodson is active in Delta Pi Epsilon and a member of SBEA, UBEA, Pi Omega Pi, and other professional organizations.

• Benjamin F. Thomas has been appointed assistant dean of commerce at Ferris Institute, Big Rapids, Michigan. Doctor Thomas was formerly on the faculty of the School of Business at Indiana University, Bloomington, and at the University of Maryland, College Park.



BENJAMIN F. THOMAS

merly on the faculty of the School of Business at Indiana University, Bloomington, and at the University of Maryland, College Park.

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Name

School

City & State

Total

• Luvicy M. Hill has retired from the University of Nebraska staff. She is a former chairman of the Depart-



LUVICY M. HILL

ment of Business Teacher Education at the school and has been on the faculty for forty-two years.

• Ray H. Whitten, president of Woodbury College, Los Angeles, died recently at the age of eighty-two after a long illness. He had been associated with the business school for thirty-six years.

• Lester C. Gabel, former director of business education of the Des Moines school system, has been appointed director of personnel. He has been with the school system for twelve years.

• The National Association and Council of Business Schools has appointed S. M. Vinocour executive director of the group. He has been



S. M. VINOCOUR

public relations counsel to the association, and is a member of Executive Development Services, a Washington, D.C., firm.

Dr. Vinocour has just returned from a tour to survey business education facilities and curricula overseas.

• Loy E. Prickett, University of Texas, Austin, was granted his Ed.D.

degree by the University of Oklahoma, Norman. His dissertation was entitled "Evaluation of the Student Teaching Phase of Business Teacher Preparation."

• Carl McCoy, Northeast Louisiana State College, Monroe, received his Ed.D. from the University of Oklahoma, Norman, recently. His dissertation was "A Study of Achievement in Second-Year Typewriting" and was written under the direction of Dr. Gerald A. Porter.

Dr. McCoy joined the Northeast Louisiana faculty this fall, coming from Southeastern State College, Durant, Oklahoma.

• Martin Stegenga, chairman of the department of business education at Mississippi Southern College, Hattiesburg, was awarded his degree of Doctor of Business Administration by Indiana University. His dissertation was entitled, "Current Problems of



DR. MARTIN STEGENGA

Business Education Programs in South Mississippi Secondary Schools with Implications for In-Service Education." Dr. Elvin S. Eyster was his advisor.

Doctor Stegenga has been teaching in Mississippi for twenty years, the



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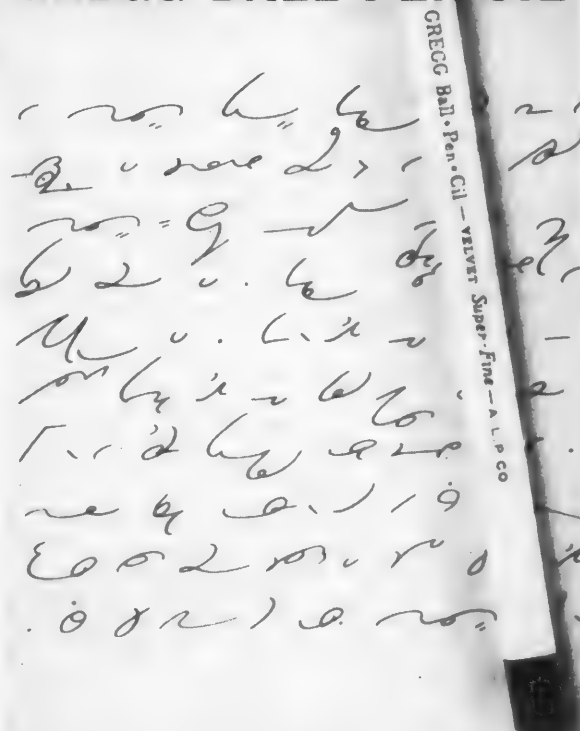
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last five of them at Mississippi Southern. He is president of the Mississippi BEA, and a member of SBEA, UBEA, and NBTA.

- Dr. Harves Rahe, for many years on the faculty of the School of Business of Southern Illinois University, has been appointed chairman of the secretarial science department at that school.

GROUPS

- The Northwestern Michigan Business Education Conference will be held on November 7 at Ferris Institute, Big Rapids. Featured speaker will be Dr. Elvin Eyster of Indiana University.

- Florida's eighth annual Business Education Teachers Conference will be held on October 2 and 3 in St. Petersburg. Conference consultant will be Dr. Peter L. Agnew of New York University.

- The Virginia Business Education Association meeting on October 30 will feature Dr. Herbert Tonne of New York University as guest speaker. The meeting will be held in Richmond.

- The Northwestern Ohio Education Association business education department meeting on October 23 will be held at Toledo University. Main speaker at the event will be Dr. Hamden L. Forkner.

- The National Secretaries Association (International) has appointed nine new members to the Institute for Certifying Secretaries. The Institute is composed of representatives from business, education, and the secretarial field and supervises and develops the Certified Professional Secretary examination.

The new appointees from the education field are Dr. Mina Johnson, Ball State Teachers College, Muncie, Indiana; and Dr. Lyle Maxwell, Northern Illinois State University, DeKalb.

SCHOOLS

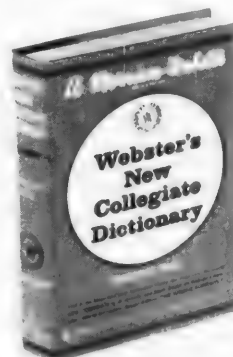
- The distributive education department of Temple University Teachers College recently sponsored a course in hotel supervisory development in conjunction with the Philadelphia Hotel Association and the American Hotel Association. The course dealt with four major areas: dealing with people, communications,

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Let Them Check You

Letting students rate you is nothing to be afraid of. A teacher tells why and how

ETHEL HART

Southern State College, Magnolia, Ark.

WE BUSINESS teachers are in the habit of testing our students at regular intervals to make sure that they are learning what we teach. We hold these tests over their bewildered heads so we can be sure they do some studying. We even give them personality and attitude tests sometimes.

We forget, though, that many of our students would like to give us a test every once in a while, too; especially when we spring one of those unannounced quizzes that we tell them are opportunities for them to prove themselves.

Did you ever have your students evaluate you as a teacher? Did you ever give them a teacher check sheet and tell them they need not give their names and can really "come down" on you as they see you? Why not?

Perhaps we hesitate to let our students rate us as teachers because we feel that we do not deserve a very high rating and it would hurt our morale or our pride to see ourselves as students see us.

Aren't we kidding ourselves? Regardless of whether or not we let them rate us on paper, they are doing it every day in their minds anyway.

Why not throw our chins up and be brave? Let's mimeograph a rating sheet using the questions on the opposite page, and give it to our students near the end of the semester. After all, the result might be most pleasant! It could even be that we under-rate ourselves and that our students really think more highly of us than we anticipate. That would be nice. But, regardless of the type of rating we receive, it will help us to see ourselves as others see us.

Reproduce these questions, leaving space for students to check "good," "average," or "poor," and see how you rate as a teacher.



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in your classes!**

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In Relation to the Student

1. Seems to take a personal interest in every student.
2. Shows no favoritism or partiality.
3. Is friendly, interested, and courteous.
4. Uses praise instead of criticism to get us to learn.
5. Helps us with our problems and has our confidence.
6. Is willing to give extra time for special help to those who need it.
7. Makes us feel free to express ourselves in class.
8. Keeps her self-control and her temper in the classroom.
9. Tries to help us develop proper attitudes and appreciations.
10. Respects students enough not to mark them wrong just because their views differ from hers.
11. Dresses neatly and attractively.

In Relation to Teaching

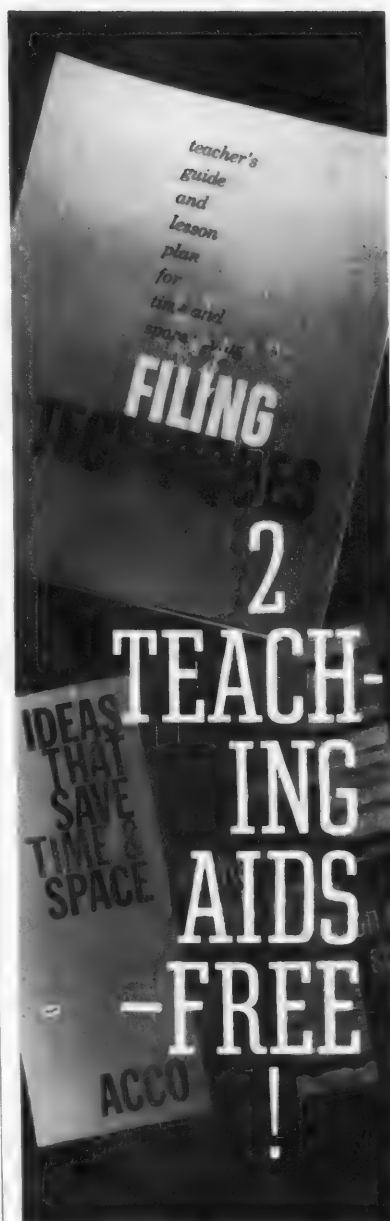
12. Shows she has planned the work for the period.
13. Allows for individual differences among students.
14. Keeps the course lively and interesting.
15. Makes clear and reasonable assignments with specific instructions.
16. Starts classes promptly.
17. Keeps a good learning atmosphere in the class—is kind but firm, pleasant but business-like.
18. Wastes no class time with "busy work."
19. Sets a good example as a person.
20. Can handle discipline problems with tact and diplomacy.

In Relation to the School

21. Doesn't criticize or gossip about other teachers.
22. Seems to have an interest in the entire school, not just her department.
23. Supports and participates in extra-curricular activities.
24. Teaches respect for school property.

At the bottom of the sheet (or on the other side) leave room for additional comments. You might want to ask questions like, "What do you think is the weakest point in her teaching ability?" and "What do you think is the strongest point in her teaching ability?"

You'll be surprised, I think, how much insight our students have.



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- V. What Cautions Should One Take Before Investing?
- VI. What About Stocks?
- VII. What About Bonds?
- VIII. How Does One Go About Buying and Selling Stocks and Bonds?
- IX. What Are Stock Exchanges?
- X. What Organizations Protect Investors?
- XI. Resource Materials

Glossary
The author—PETER YACYK—has written numerous articles and booklets in this area. Has collaborated with the New York Stock Exchange in preparing educational materials. Has lectured at Columbia and University of Pennsylvania. And was a 1959 Freedoms Foundation Award Winner for Outstanding Teaching of the American Way of Life.

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It may be obtained @ \$3.75 per copy by writing to: PETER YACYK, Ridley Township Senior High School, Folsom, Pennsylvania.

Convention

CALENDAR

WHEN	WHAT	WHERE
Oct.	1 UTAH Business Teachers Assn.	Salt Lake City
	1-2 NORTHERN WISCONSIN Educ. Assn.	Superior
	2-3 NEW YORK STA (Eastern Zone)	Glens Falls
	2-3 FLORIDA BEA	St. Petersburg
	3 CALIFORNIA BEA (Southern Section)	El Camino College
	7-9 MAINE Teachers Assn.	Bangor
	8-9 NORTHWESTERN WISCONSIN Educ. Assn.	Eau Claire
	8-9 TENNESSEE Educ. Assn. (Western Sec.)	Memphis
	8-9 WYOMING Educ. Assn.	Douglas
	12 CENTRAL PENNSYLVANIA Ed. Conf.	Harrisburg
	15-16 MARYLAND STA	Baltimore
	15-16 SOUTHEASTERN MINNESOTA Educ. Assn.	Winona
	16 NEW YORK STA (Eastern Zone)	Albany
	21-23 NEW MEXICO Educ. Assn.	Albuquerque
	22-23 COLORADO Educ. Assn.	Denver
	22-23 OKLAHOMA Educ. Assn.	Oklahoma City
	22-23 DELAWARE State Ed. Assn.	Wilmington
	22-23 WEST VIRGINIA Ed. Assn.	Clarksburg
	23 NORTHWESTERN OHIO Ed. Assn.	Toledo
	23 TENNESSEE Educ. Assn. (Middle Sec.)	Nashville
	24 CALIFORNIA BEA (Northern Section)	Sacramento
	26-27 WEST VIRGINIA Ed. Assn.	Parkersburg
	27-30 VIRGINIA Ed. Assn.	Richmond
	28-30 VIRGINIA Teachers Assn.	Richmond
	28-30 MAINE Teachers Assn.	Lewiston
	29-30 RHODE ISLAND Inst. of Instruction	Providence
	29-30 RHODE ISLAND Catholic Teachers Inst.	Providence
	29-30 EAST TENNESSEE Educ. Assn.	Knoxville
	29-30 NEBRASKA State Educ. Assn.	Omaha
	29-30 MICHIGAN Bus. Schools Assn. (Workshop)	Jackson
	30 VIRGINIA Business Ed. Assn.	Richmond
	30-31 WEST TEXAS BTA	Lubbock
Nov.	4-7 DELTA PI EPSILON Nat'l Council	Gatlinburg, Tenn.
	4-6 ARKANSAS Educ. Assn.	Hot Springs
	4-7 NATIONAL ASSN. & COUNCIL OF BUSINESS SCHOOLS	Chicago
	5-7 WISCONSIN Educ. Assn.	Hotel LaSalle
	5-7 IOWA State Educ. Assn.	Milwaukee
	6-7 MICHIGAN BEA (Beginning teachers)	Des Moines
	6-7 TRI-STATE Business Education Assn.	Battle Creek
	7 NORTHWESTERN MICHIGAN BEA	Pittsburgh, Pa.
	7 ARIZONA BEA	Big Rapids
	11-14 NEW JERSEY Education Assn.	Tucson
	14 CALIFORNIA BEA (Bay Section)	Atlantic City
	26-28 SOUTHERN BUSINESS EDUCATION ASSOCIATION	San Jose
	27-28 CATHOLIC BEA (Central Unit)	Virginia Beach, Va.
	27-28 SOUTHWESTERN Priv. Comm. Schools Assn.	Cavalier Hotel
	28 CATHOLIC BUSINESS EDUCATION ASSOCIATION	Cincinnati
		San Antonio
		Chicago
		Palmer House
Dec.	7-11 ILLINOIS Vocational Assn.	Chicago
	17-18 NATIONAL CATHOLIC Educ. Assn.	San Francisco
	28-30 NATIONAL BUSINESS TEACHERS ASSOCIATION	Cleveland, Sheraton-Cleveland



PI OMEGA PI 1959 National Award was presented to Alpha Phi Chapter, Duquesne University. Shown here are (l to r) Rev. Philip C. Niehaus, assistant dean, School of Education; Wilverda Hodel, chapter sponsor; Dr. James T. Blanford, national president; Ruth Anne Pavlik, chapter president; and Rev. George A. Harcar, dean, School of Education.



ALPHA THETA Chapter of Delta Pi Epsilon was installed at the University of Texas. Officers are (l to r) Dr. Faborn Etier, sponsor; Katherine Campbell, historian; Vivian Simmons, corresponding secretary; Kathleen Barnard, president; Jessie Sim, vice-president; Maenette Jeanes, recording sec'y; Robert Driska, treasurer.

MOUNTAIN PLAINS Business Education Association officers for 1960 are (l to r) John Binnion, University of Denver, convention general chairman; Agnes M. Kinney, North High School, Denver, executive secretary; Ruben J. Dumler, St. Johns College, Winfield, Kansas, president; Gerald A. Porter, University of Oklahoma, Norman, vice-president; E. P. Baruth, McCook Junior College, treasurer.



CATHOLIC Business Education Association executive board for this year met in Atlantic City. Shown here are (standing l to r) Bro. Henry Streb, S.M.; Bro. James L. McCaffrey, S.M., retiring public relations director; Dr. Teresa A. Regan; Sr. Bernadette Marie, C.D.P.; Rafael Mercado; Bro. William Louis, F.S.C.; Bro. William, O.S.F.; (seated l to r) Bro. Remigius, S.C.; Mother Dorothy, O.P.; Sr. Irene de Lourdes, C.S.J., vice-president; Bro. J. Alfred, F.S.C., president; Sr. M. Athanasia, C.S.J., retiring secretary; Bro. Andrian Lewis, F.S.C., treasurer; and Sr. M. Therese, O.S.F. Not shown are Sr. M. Miriam, S.C., secretary; and Sr. M. Muriel, R.S.M., public relations director, who are replacing the two retiring officers.



New Business Equipment

Accounting Machine Line

Burroughs Corporation has introduced ten models in a new line of bookkeeping machines. The new series features a dual printer, permit-



ting it to print two original records, such as a statement and ledger, simultaneously.

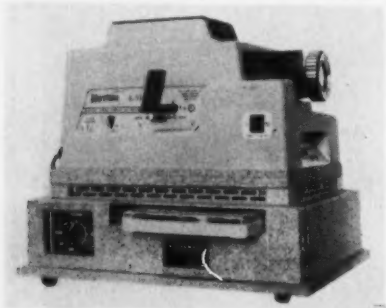
The machines are also equipped with a "program panel" that controls the automatic functions of the machine, telling it to add, subtract, retain figures, print out totals, and the like. The company is in Detroit, Mich.

New Spirit Duplicator

Old Town Corp. has introduced a new model spirit duplicator designated the 9H. It can handle sheet sizes from 3 by 5 inches to 9 by 17 inches in paper or card stocks. For further information write to the company at 750 Pacific St., Brooklyn 38, N.Y.

Sound Slide Projector

An automatic sound synchronized slide projector has been produced by Amplifier Corp. of America, New York. It features an automatic tape-cartridge record-play mechanism integrated with a 500-watt projector. When recording, manual changing of the slide puts a signal on the tape.



This will change the slide automatically when played back.

For complete information write to the company at 398 Broadway, New York 13, N.Y.

TV Camera

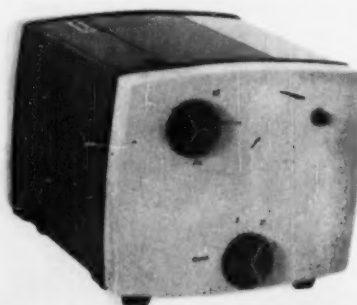
Sylvania Electric Products Inc. is making a new closed-circuit television camera that will sell for about \$545. According to the company this is "well below" the price of other



units on the market. The camera requires no special lighting and will transmit an image to any home type receiver. Sylvania is at 1740 Broadway, New York 19.

Compact Spirit Duplicator

The Rex Rotary R-11 spirit duplicator was recently announced. The feed and receiving trays of this machine fold to a self-contained case that occupies less space than an of-



fice typewriter, according to the company. It features nylon gears and is available in electric and hand-operated models. For information contact Bohn Duplicator Co., 444 Park Avenue South, New York 16.

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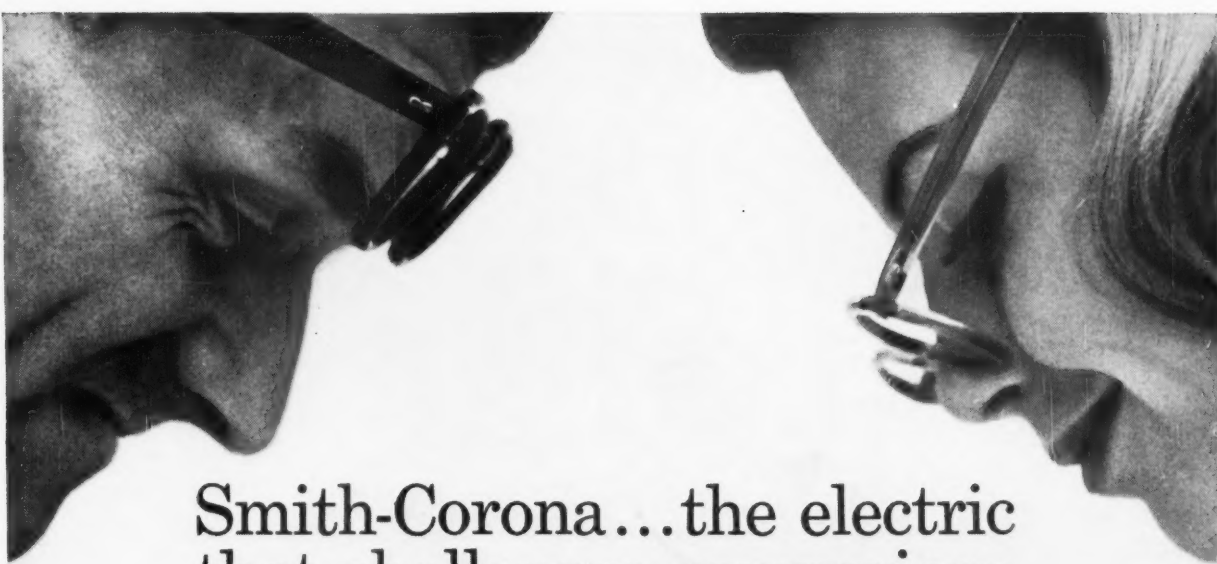
German Stencil Duplicator

A new silk screen stencil duplicator, Roto 423 Dynam, is made in West Germany and distributed by Mercury Business Machines Co. in this country. It features a two-speed motor, special inking system said to be absolutely clean, and an air jet at the delivery end to prevent offset. Ink for the machine is available in 23 colors. Further information may be obtained from the distributors at 900 Broadway, New York 3, N.Y.

New Products at a Glance

- A combination ruler and paper punch that fits over the rings of a looseleaf book is made by Mutual Products Co., Inc., Worcester, Mass. Price of the Personal Punch is 65 cents.

- Remington Rand has developed a new typewriter ribbon using "crimped weave" nylon. The company says it is eight times more absorbent than regular nylon and gives 40 per cent longer use.



Smith-Corona...the electric
that challenges comparison



ELECTRIC TYPEWRITER COMPARISON CHART	Smith Corona	Brand A	Brand B	Brand C	Brand D
AUTOMATIC MARGINS (one-hand, one-step operation)	✓			✓	
ON-OFF SIGNAL LIGHT	✓				
ERROR CONTROL (eases corrections, line justification)	✓				
PAGE GAGE (accurately indicates bottom margin)	✓			✓	
KEYBOARD SLOPE (fits natural finger movement)	✓				
CUSHIONED TOUCH (ends fingertip jar at stroke end)	✓				
WORLD'S FASTEST ELECTRIC TYPEWRITER	✓				

Fastest performance! Helps students learn faster, type faster. **Finest features!** Makes teaching and learning easier. **First in value!** Trouble-free performance even when used constantly. Compare the Smith-Corona Electric with the rest, and you'll see why it's rated *best!* Call your nearest Smith-Corona representative for a demonstration.

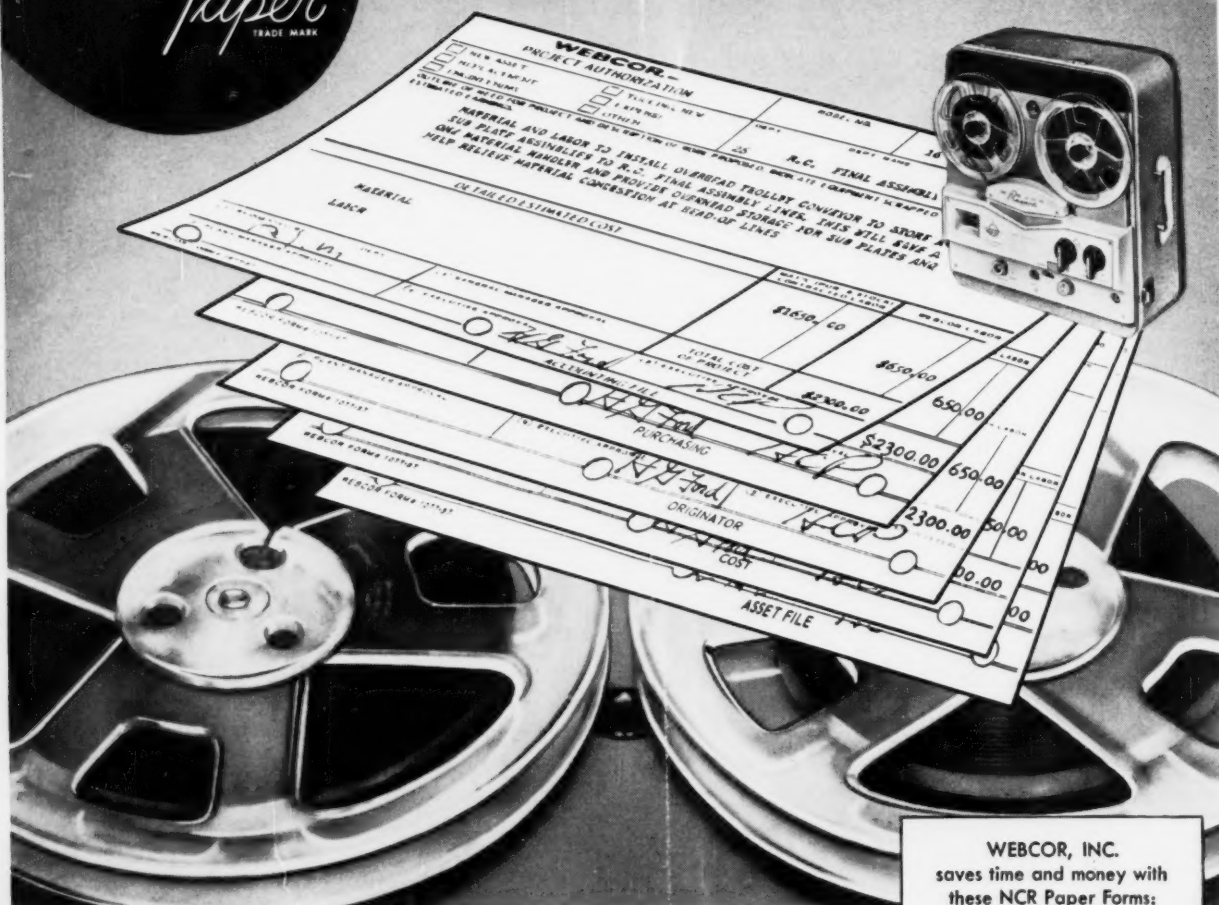
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NCR
no carbon required
Paper
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"The productivity of our clerical staff is increased by the easier and quicker forms handling made possible with NCR Paper. We do not have to insert or remove carbons—nor collate originals and copies. NCR Paper

forms, originals and copies, are picked up as a unit. And our employees favor the new paper because it is clean and produces sharper, clearer copies.

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Parts requisition	Service dept. requisition
Repair order	Leave of absence
Report of closed project	Credit memo
Purchase order revision	Shipping memo
Charge request	Delivery ticket
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Data sheet	
Change of material classification	

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